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ABSTRACT

This study was conducted to identify successful foreign language programs in undergraduate institutions of higher learning and to examine those factors which were felt to have contributed to their success. The study attempted to find patterns and approaches to foreign language instruction which might be generalized, reproduced, or adapted by other institutions to generate student interest and improve teaching and learning. Rationale and procedures of the study are outlined, and then the analyses of four-year and two-year institutions' language programs are discussed in terms of: (1) findings of the questionnaire study (including analysis of responding sample, enrollment summaries, staffing, the foreign language requirement); (2) major problems (including change in degree requirements and change in student attitude and ability in four-year institutions; restricted offerings and curriculum emphasis on "practical" education in two-year institutions); and (3) factors influencing enrollment growth (including instructional quality and career related courses). A description of selected programs in four-year institutions is also included. Recognizing the problem area is relatively easy while solutions to problems must be found with the combined efforts of each individual department, and each local, state, regional, and national organization concerned with foreign language instruction. (NCR)

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SURVEY OF SUCCESSFUL UNDERGRADUATE FOREIGN LANGUAGE PROGRAMS IN U.S. INSTITUTIONS OF HIGHER EDUCATION

FINAL NARRATIVE REPORT

prepared for the

National Endowment for the Humanities

Grant No. EH-27125-77-67

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by

Renate A. Schulz

University of Arkansas, Fayetteville

March 1978

"Each and every human tongue is a distinct window onto the world. Looking through it, the native speaker enters an emotional and spiritual space, a framework of memory, a promontory on tomorrow, which no other window in the great house at Babel quite matches. Thus every language mirrors and generates a possible world, an alternative reality.

By means of language human beings can do something utterly fantastic--they can say "No." "No" to what would otherwise be the seeming inevitability of organic life, the monotony of birth and death. Every single language contains a world, a rich world of human freedom, as against the inevitable organic world of our animal lives."

George Steiner in "The Coming Universal Language," The Listener (London: BBC Weekly) reprinted in Atlas World Press Review, 24 (October 1977), pp. 24-26.

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PREFACE

Initially, the study reported here was planned to be completed in nine months. However, counting from conception to delivery of this report, the gestation period resembled more that of an elephant....

This project has been an exciting learning experience for me and I am grateful to the National Endowment for the Humanities for its interest in and concern for the state of foreign language instruction on the post-secondary level and for supporting this venture. I sincerely hope that fellow foreign language educators, or other individuals concerned with the study of foreign languages, will gain some insights and ideas by reading this report, and that it will serve for some departments as a stimulus for change.

This study came about through the cooperation and efforts of many individuals. Special thanks are due Dr. H.G. Moss, Assistant Director of Education Programs at the National Endowment for the Humanities, who was responsible for the administration of this project and who was most supportive and accommodating with budget extensions, time adjustments, procedural changes, and who provided moral support (and slight pushes) when necessary. Thanks are also due to the Modern Language Association, especially Mr. Richard Brod, for many suggestions and for granting me access to the files of past enrollment surveys and the 1974-75 Survey of Non-Traditional Curricula.

I am indebted to my consultants for this project, Professors John B. Carroll, University of North Carolina; Kimberly Sparks, Middlebury College; and Edward D. Sullivan, Princeton University who reacted to the proposal and critically read the final report. I owe special thanks to a fourth consultant, Professor David P. Benseler, The Ohio State University, for helping with the tabulation of the results and for providing encouragement, critical comments and numerous suggestions throughout the duration of the study.

I am also grateful to the following colleagues for reacting to the draft of the questionnaire which was used as data collection instrument: Professors Howard B. Altman, University of Louisville; Edward D. Allen, The Ohio State University; J. Wayne Connor, University of Florida; Maurice W. Conner, University of Nebraska at Omaha; Don A. Dillman, Washington State University; Ernest A. Frechette, Florida State University; Gilbert A. Jarvis, The Ohio State University; Robert C. Lafayette, Indiana University; Wilga M. Rivers, Harvard University; Neil Rudin, State University of New York-College at Buffalo; Jean-Charles Seigneuret, Washington State University; Lorraine Strasheim, Indiana University; Sidney N.J. Zelson, State University of New York - College at Buffalo.

My thanks to the Research Foundation of the State University of New York (College at Buffalo) for taking care of the administrative details of the grant despite my move to another institution midstream during the study; to the Foreign Language Department at State University College at Buffalo for releasing me from teaching duties to do the

research; and to my department at the University of Arkansas for providing the encouragment, released-time, and secretarial assistance which enabled me to complete this report.

Most importantly, I am indebted to the many chairpersons who took the time to complete the questionnaire and whose comments, experiences, and insights provide the essence of this report. I am particularly grateful to the 19 institutions which permitted me to take a first-hand look at their foreign language programs.

And lastly, a special thank you to my daughter Sigrid for having the good sense to have an appendectomy between my travel engagements and for attempting to understand with eleven-year old maturity why mother wasn't home on Halloween, Thanksgiving, and some other important days in her life.

Renate A. Schulz
Assistant Professor of German
Foreign Language Department
University of Arkansas - Fayetteville
March 1978

I. INTRODUCTION

"Wer keine fremde Sprache kennt, weiss
nichts von seiner eigenen."

Goethe

Rationale for Study

Reasons why Americans (or anyone else, for that matter) should learn a foreign language abound. Foreign language study is believed to sharpen analytical and intellectual skills, lessen ethnocentricity, enhance tolerance of values and behavioral patterns of other cultural groups, increase awareness of the complexity of the communication process, of language in general, and of one's native tongue in particular. Knowing a foreign language can contribute to international understanding and, of course, enables an individual to communicate and exchange information with people of another culture -- either face-to-face or through written documents of that culture. Maria Alter provides 36 "traditional reasons" and five "modern" ones for requiring foreign language study, all valid for selected groups of the population.[1] Additional reasons are given by Dodge, Grittner, Honig and Brod, Jarvis, Lawson, Strasheim, and others.[2] Few would doubt that knowledge of a foreign language can be a valuable asset to virtually any individual or any profession. Equally without doubt is the notion that American business, industry, government, social and cultural institutions need, more than ever, professionals with proficiency in at least one foreign language.

But despite a sound rationale supporting foreign language study,

despite the Helsinki Agreement which our government co-signed in 1975, pledging its active support and encouragment to furthering the study of foreign languages and civilizations on all levels, and despite presidential and gubernatorial proclamations on the value and importance of language study, foreign language enrollments on all levels of formal education have plummeted since the late sixties. The most recent foreign language enrollment statistics compiled from institutions of higher learning by the Modern Language Association of America reflect an overall decrease in enrollment of 19.9% between 1968 and 1974. In 1963, 17.8% of students enrolled in post secondary education studied a foreign language. By 1974 this percentage had dwindled to 9.9%.[3]

The decline in national enrollments is certainly not due to a lack of well-trained teachers (an estimated 54% of recent Ph.D.s in foreign languages and literatures have not found positions in the fields for which they were trained)[4] or to professional apathy. Conferences and publications dealing with professional concerns abound. They present a rich selection of program descriptions, curricular innovations, proposals and critiques. (Of particular interest are the ADFL Bulletin, the Modern Language Journal, Foreign Language Annals, The ACTFL Foreign Language Education Series, and the recently published German Studies in the United States, compiled and edited by Walter Lohnes and Valters Nollendorfs,[5] as well as the journals published by the American Associations of Teachers of French, German, Italian, Slavic and East European Languages, Spanish and Portuguese, and the American Classical League). Generally speaking, reasons for the decline in interest in foreign language study

have to be sought mostly outside the immediate control of foreign language departments. For instance, many educators agree that today's student is more pragmatic and career-oriented than previous generations. In the words of one chairman, "students feel that if you can't do much with it after one semester, it ain't worth studying." And reaping the tangible benefits of foreign language study in terms of proficiency in a foreign language takes a long-term commitment of time and energy only a small percentage of students is willing to invest. Demands for immediate "relevance," protest against regimentation and uniformity, and emphasis on individual choice and "self-fulfillment," voiced frequently in the sixties, have done away with many of the traditional requirements considered indispensable to the "mark of an educated man" of former generations. The relative geographic isolation of the U.S. further affects immediate motivation for foreign language study; moreover, the spread of English as lingua franca throughout the industrialized world lessens the pragmatic impetus toward foreign language study. Added to that come the financial cutbacks in higher education which have severely affected the relatively high-cost (in terms of student-teacher ratio and library budgets) foreign language departments. As a result, many departments with a relatively small number of majors are relegated to performing a strictly "service" function.

What is being done and what methods are successful in reversing the trend of falling enrollments in institutions of higher learning and in bringing the proclaimed benefits of foreign language study to a larger proportion of the student population? These basic questions motivated the survey reported here, a study conducted with the support of the Division of Education Programs of the National Endowment for the Humanities.

Purpose of the Study

The purpose of this study was to identify successful foreign language programs in undergraduate institutions of higher learning and to examine those factors which were felt to have contributed to their success. A successful program was basically defined as one which attracted and maintained student interest and met its specifically stated objectives. In short, the study attempted to find patterns and approaches to foreign language instruction which might be generalized, reproduced, or adapted by other institutions to generate student interest and improve teaching and learning.

The initial criterion for success was stated in terms of enrollment increases between the fall of 1972 and 1976. This criterion was chosen because it was the only objective measure available from a large number of institutions. I am aware that a predominantly quantitative criterion is open to criticism. Success in terms of numbers alone is suspect in education because student motives for choosing a course (particularly if the course satisfies a requirement) probably more often than not guide them to "the lesser of the evils" in terms of required work and effort. Ideally, program success should be measured in both qualitative and quantitative terms -- in terms of student learning as well as through the ability of a program to generate student interest on all levels of instruction. Unfortunately, few departments have developed a unified set of objectives or collect systematic comparative data on student achievement. Even anecdotal accounts of student achievement related to particular approaches or methodologies are not always corroborated by the impressions of a majority of colleagues

within a department.

I rejected also the criterion of "innovation" as a sole indicator of success, since innovative or non-traditional approaches in themselves give no assurance of either qualitative or quantitative change in achievement or enrollment. In trying to follow up some of the non-traditional courses or teaching approaches reported in the professional literature and particularly by the "Report on the 1974-75 Survey of Non-Traditional Curricula," conducted by the Modern Language Association,[6] I found more often than not that the "innovation" had run out with the energy and emotional steam of the innovator and had not become an integral part of the curriculum. Moreover, much of the innovation and experimentation conducted in foreign languages, if it is maintained past the initial "Hawthorne effect" of almost any experimental effort, makes no attempt at evaluation. (It appears that too many educators "experiment" just long enough to get a professional publication out of their efforts--without systematic follow-up of the results of experimentation and innovation.)

A further justification of a quantitative criterion for success is that, from a pragmatic perspective, in most American institutions of higher education enrollment is the major criterion for administrative, thus financial, support. Regardless of how innovative a course, or how successful in terms of student learning, if enrollment does not generate the minimally expected FTE's, most administrations consider it economically unfeasible.

Procedures of the Study

In order to survey as large a sample of American institutions as

possible, a questionnaire was sent in February 1977 to all foreign language departments (or departments teaching foreign languages) in undergraduate four-year and two-year institutions of higher learning. The computerized files of the Modern Language Association provided the address base. The initial mailing went to 3,288 departments; of those, 964 were in community colleges. For the follow-up mailing, sent in early April, those departments which did not engage in formal foreign language instruction (such as departments of comparative literature or linguistics in large institutions) were elimated from the MLA mailing list and questionnaires were sent a second time, and with a new cover letter, to 3,140 departments. The cover letter for the second mailing had two different forms, differentiating between institutions which showed a foreign language enrollment increase according to the 1974 enrollment survey conducted by the MLA and those which did not. (According to this survey 577 of the total number of responding 4-year institutions and 300 of responding 2-year institutions indicated enrollment increases.)

The questionnaire requested data on undergraduate enrollment figures in the various languages taught at each institution for the autumn terms of 1972, 1974, and 1976 respectively. Figures for graduating majors and total institutional enrollments were requested for the same years as well as for the number of teaching staff available to each department. Further, the questionnaire sought information on the current status of the foreign language requirement at each institution and how it could be fulfilled; on new courses or programs instituted in the department since Fall 1972; on the most popular courses (in terms of enrollment) past the elementary level; on undergraduate curricular options, special methodological

approaches, and evaluation practices. Moreover, the questionnaire requested a narrative statement on causes for increase or decrease of enrollments in particular departments. (See Appendix A for a copy of the questionnaire and cover letters from the original and follow-up mailings.) Unfortunately, because of time constraints, pretesting the questionnaire by sending it to a random sample of chairpersons was impossible. However, the questionnaire was sent to 22 foreign language educators, researchers, and department chairpersons, as well as to several sociologists for reaction. Their suggestions were incorporated into the final form of the questionnaire which was mailed for data collection.

The data obtained by responding departments was compiled and quantitative summaries and averages were calculated when appropriate. The findings of the questionnaire study are presented separately for four-year and two-year institutions in the following sections of this report.

From the responding departments, 15 four-year institutions and four two-year institutions were selected for a follow-up study with on-site visitation. The following factors were considered in choosing departments for a more detailed study:

-- increase in enrollments and/or majors since 1972, taking into account overall institutional growth (in multi-language departments, those departments were favored for selection which showed increases in more than one language);
-- no increase in foreign language requirement since 1972, (those institutions without formal requirements were given precedence);
-- number and kind of new courses or programs developed since 1972 (a program was defined as two or more courses leading to a

specified objective, e.g., a translator's certificate, a degree in international business, a career-related course sequence, etc.);

-- number of options or methodological approaches listed;

-- additional information supplied in narrative form by respondents;

-- I also attempted to have some distribution by region and size of institution, including public and private schools.

The following institutions were visited:

Public Four-Year Institutions

Ohio State University	(Classics)
Oregon State University	(German)
State University of New York - College at Buffalo	(Foreign Languages)
University of California-Berkeley	(French, Italian)
University of Maryland-College Park	(Spanish)
University of Michigan	(Romance Languages)
University of Northern Iowa	(Foreign Languages)
University of Oregon	(Spanish)
University of Texas-El Paso	(Foreign Languages)
Washington State University	(Foreign Languages)

Private Four-Year Institutions

Brown University	(Classics, Slavics, Spanish)
Dartmouth College	(French, German, Russian)
Middlebury College	(Foreign Languages-Summer Program)
Pomona College	(Foreign Languages)
University of South California	(Spanish)

Two-Year Institutions

Portland Community College (Oregon)
San Antonio College
San Francisco City College
Tarrant County Community College (Texas)

The visits to the various campuses selected lasted from one to three days. While on campus I visited classes and talked to chairpersons, program coordinators, a sampling of faculty members, teaching assistants (where involved in undergraduate instruction), students, and administrators. Descriptive summaries of selected programs visited are presented in

Chapter V. of this report. I should state that, due to financial reasons, time, and other factors, not all promising departments could be visited. This report cannot, therefore, be taken as a conclusive summary of curricular trends. However, I sincerely hope that the findings and curricular practices summarized here will stimulate discussion and serve as a source of ideas and inspiration to the profession.

II. FINDINGS OF QUESTIONNAIRE STUDY: FOUR-YEAR INSTITUTIONS

Of the 2,176 four-year departments on the MLA computerized mailing list which were sent a questionnaire, 693 departments (31.8%) returned the form; an additional 18 (.8%) responded by letter and/or other descriptive materials such as catalogues, brochures, program evaluations, annual reports, etc.; 29 departments (1.3%) sent letters or notes explaining that their particular situation was so dismal that they saw no utility in providing figures; 36 departments (1.6%) reported they were not or no longer teaching foreign languages; and eight departments (.4%) protested the detailed information requested by the questionnaire and the insufficient time for answering and returned it uncompleted. Subtracting those departments which did not offer any foreign language instruction, the total questionnaire response rate amounted to 33.2%. However, it must be pointed out that many departments did not submit the complete data requested. (Foreign language administrators appear to have an aversion to questionnaires in general and to statistical surveys in particular. It came as a surprise to me that a number of chairpersons claimed they did not have easy access to departmental or institutional enrollment figures.)

Due to the relatively low response rate on the questionnaires and since no efforts were made to randomize or stratify sampling procedures, the numerical data presented in this report should not be considered accurate in the statistical sense or representative of the total curricular picture in the U.S. Judging from many written comments, it is probably realistic to assume that the sample described is a biased one and that a

large number of institutions did not respond, because they considered their curriculum "unsuccessful" in terms of generating student interest and felt they could contribute little to the stated purpose of the study. One would, therefore, expect (though let us pray that this is not the case...) that the numerical results of this survey are generally more positive than the total national picture would be.

In spite of the non-generalizability of the data, the figures are included here to give readers a perspective on the responding sample and to enable them to compare their own departmental situation with that of the sample described. Some readers might find the next pages somewhat tedious, and those not interested in numerical analyses are advised to skip to Chapter Three.

Analysis of Responding Sample

Tables 1 and 2 present a breakdown of respondents by state, type of department, size of institution, financial support (public or private), and types of degree granted. Analysis of the sample indicates that 439 (63%) of the responding departments were in small institutions (under 5,000 students); 106 departments (15%) were in medium-sized ones (5,000-10,000 students); and 148 (21%) came from large universities (over 10,000 students). The majority of responses (400 departments or 58%) came from departments in private institutions. 443 (64%) offered as highest degree the B.A. or B.S.; 95 (14%) offered as highest degree the M.A.; and 126 (18%) offered the doctorate. 355 (51%) of the responses came from departments of foreign or modern languages; 58 (8%) came from Latin/Classics departments; 51 (7%) from German departments; 19 (3%) from German/Slavic combinations; and 33 (5%) from Russian/Slavic departments. The Romance languages were represented by 29 responses (4%) from Romance language

TABLE 1: Responding 4-Year Departments by State

State	Number of Institutions	Number of Departments	% of Total Sample
Alabama	6	6	.86
Alaska	0	0	
Arizona	2	3	.43
Arkansas	8	8	1.15
California	37	53	7.65
Colorado	8	12	1.73
Connecticut	11	17	2.45
Florida	5	5	.72
Georgia	13	16	2.31
Hawaii	2	4	.58
Idaho	3	3	.43
Illinois	19	27	3.90
Indiana	18	25	3.61
Iowa	16	19	2.74
Kansas	11	13	1.87
Kentucky	5	5	.72
Louisiana	7	9	1.30
Maine	7	7	1.01
Maryland	8	8	1.15
Massachusetts	25	39	5.63
Michigan	18	20	2.89
Minnesota	12	20	2.89
Mississippi	1	1	.14
Missouri	18	21	3.03
Montana	3	3	.43
Nebraska	7	7	1.01
Nevada	1	1	.14
New Hampshire	5	7	1.01
New Jersey	15	20	2.89
New Mexico	3	3	.43
New York	41	46	6.64
North Carolina	12	14	2.02
North Dakota	6	6	.86
Ohio	23	35	5.05
Oklahoma	8	8	1.15
Oregon	4	5	.72
Pennsylvania	41	54	7.79
Rhode Island	3	7	1.01
South Carolina	7	7	1.01
South Dakota	6	7	1.01
Tennessee	12	13	1.87
Texas	28	35	5.05
Utah	3	5	.72
Vermont	3	6	.86
Virginia	17	19	2.74
Washington	4	8	1.15
West Virginia	5	5	.72
Wisconsin	16	19	2.74
D.C.	4	8	1.15
Puerto Rico	1	1	.14
Unknown	3	3	.43

TABLE 2: Analysis of Responding Departments by Size of Institution, Financial Support and Highest Degree Granted

	Size of Institution				Financial Support		Highest Degree Granted			
Type of Dept.	Small -5000 students	Medium 5000-10000	Large over 10000	Total	State	Private	B.A./B.S.	M.A.	Ph.D.	Other or Unknown
Foreign Lang./ Modern Lang.	260-38%	57-8%	38-5%	355-51%	155-22%	200-29%	281-41%	50-7%	13-2%	11-2%
Romance Lang.	17-2%	4-1%	8-1%	29-4%	12-2%	17-2%	14-2%	4-1%	10-1%	1
French French/Italian	18-3%	7-1%	16-2%	41-6%	17-2%	24-3%	17-2%	2	21-3%	1
Spanish Spanish/Portuguese	14-2%	6-1%	7-1%	27-4%	9-1%	18-3%	13-2%	3-.5%	10-1%	1
Italian Italian/Spanish	5-1%	2	3-1%	10-1%	3-1%	7-1%	5-1%	2	3-.5%	
German	28-4%	7-1%	16-2%	51-7%	20-3%	31-4%	24-3%	7-1%	20-3%	
German/Slavics	7-1%	3	9-1%	19-3%	12-2%	7-1%	6-1%	8-1%	5-1%	
Russian/Slavics	13-2%	7-1%	13-2%	33-5%	14-2%	19-3%	11-2%	5-1%	16-2%	1
Classics	43-6%	6-1%	9-1%	58-8%	13-2%	45-6%	38-5%	6-1%	8-1%	6-1%
Scandinavian	1		3-1%	4-1%	3-.5%	1	1		3-.5%	
Oriental (Chinese, S.E. Asian lang)	7-1%	3	12-2%	22-3%	14-2%	8-1%	9-1%	3-.5%	10-1%	
Near Eastern Langs.	1-		4-1%	5-1%	4-1%	1	1	2	2	
Other (incl. unclass. [illegible])	25-4%	4-1%	10-1%	39-6%	17-2%	22-3%	23-3%	3-.5%	5-1%	8-1%
TOTALS	439-63%	106-15%	148-21%	693	293-42%	400-58%	443-64%	95-14%	126-18%	29-4%

departments. In addition, 41 (6%) came from French, 27 (4%) from Spanish, and 10 (1%) from Italian departments. A very small number of responses (4) came from departments of Scandinavian languages and oriental and near-eastern languages (5); and 39 (6%) came from Humanities, Linguistics, departments of biblical languages, or uncommon combinations of languages such as Classics and Oriental Languages, etc.

Enrollment Summaries

While many departments show an increase in enrollments between the fall of 1972 and 1976, this increase is often not proportionate with total institutional growth. Obviously, if a department has increased its enrollments by 20% over four years, while an institution as a whole has grown 40%, the department has not kept up with attracting a "fair share" of students to its offerings and has, in essence, lost enrollments. However, one must take into consideration that departmental resources do not always permit expansion to attract a proportionate share of institutional enrollment. French at the University of California-Berkeley, for instance, reports that it cannot accommodate all interested students in lower division language courses because of insufficient teaching personnel. The problem is especially acute in departments which suffered cuts in faculty because of recent requirement changes. These departments are now forced to curtail their offerings regardless of student demand.

Of the 693 departments which responded, only 157 (23%) reported enrollment growth which kept up with--or surpassed-- the proportionate undergraduate growth reported by the institution. The remaining 328 departments (47%) which provided comparable figures were not able to attract a proportionate share of new undergraduate enrollments.

If we compare only departmental figures between 1972 and 1976, without reference to total institutional enrollments, 247 (37%) departments reported more students in 1976 than in 1972; 3 (less than 1%) reported no change in enrollments; and 374 (54%) decreased in enrollments. 69 departments (10%) did not give comparable figures. Table 3 presents a summary of enrollments for the six most commonly taught languages for the autumn terms of 1972 and 1976. For the total four-year period investigated 1,577 language departments, or different language sections within departments, provided comparable figures, reporting a loss of 26,312 students (9.1%). Calculated in averages, each of the 1,577 language departments/sections responding lost an average 16.7 students. In numerical terms, French lost the largest number of students with 14,942 (16.2%) losses, followed by German with 11,414 (18.5%--the largest loss in percentage terms). In third place came Russian, reporting a loss of 1,593 (10.8%) students. Latin lost 658 students (6%) and Italian dropped by 216 students (2.3%). Only Spanish reported a gain (2,511 students or 2.5%).

A summary of enrollment changes in the less commonly taught languages is presented in Table 4. Japanese, Hawaiian, Greek, Arabic, and the Scandinavian languages showed the largest growth in numerical terms. Hebrew, Swahili, Portuguese, the less-commonly taught Slavic languages, Celtic and Basque showed losses. Altogether, the 418 departments/sections which gave figures for less commonly taught languages gained 2,526 students (14.6%) between 1972 and 1976. Most departments which offered English as a Second Language (ESL), Linguistics, literature in translation, interdisciplinary, comparative literature, or general humanities courses also grew in enrollments.

TABLE 3: Total Enrollments 1972/1976: Commonly Taught Languages

Language	No. of depts. reporting	1972 enrollments	1976 enrollments	gain/loss + -	% gain/loss
French	372	92,000	77,058	-14,942	-16.2
German	358	61,608	50,194	-11,414	-18.5
Italian	131	9,215	8,999	-216	-2.3
Latin	163	10,931	10,273	-658	-6
Russian	183	14,760	13,167	-1,593	-10.8
Spanish	370	100,089	102,600	+2,511	+2.5
TOTALS	1,577	288,603	262,291	-26,312	-9.1

TABLE 4: Enrollments 1972/1976 - Less Commonly Taught Languages and Other Foreign Language-Related Offerings

Language	No. of depts. reporting	1972 enrollments	1976 enrollments	1972/1976 gain/loss	% gain/loss
American Indian	3	-	80	+ 80	+100
Arabic/Mid-Eastern Studies	27	566	973	+407	+ 72
Basque	1	10	6	- 4	- 40
Celtic	1	60	41	- 19	- 31.7
Chinese	44	1,163	1,201	+ 38	+ 3.3
Dutch	2	66	87	+ 21	+ 31.8
East Asian Langs./Studies	19	820	871	+ 51	+ 6.2
Esperanto	2	15	28	+ 13	+ 86.7
Gaelic	1	-	5	+ 5	+100
Greek	122	3,748	4,245	+497	+ 13.3
Hawaiian	1	563	1,100	+537	+ 95.4
Hebrew/Yiddish	40	870	791	- 79	- 9.1
Hungarian	1	6	10	+ 4	+ 66.7
Japanese	42	4,503	5,116	+613	+ 13.6
Persian/Turkish	4	84	146	+ 62	+ 73.8
Portuguese	39	1,384	1,342	- 42	- 3
Rumanian	1	-	5	+ 5	+ 100
Scandinavian Langs./Studies	20	2,586	2,951	+365	+ 14.1
Slavic Langs. (not incl. Russian)	35	562	551	- 11	- 2
Swahili	7	175	127	- 48	- 27.4
Unspecified	6	93	124	+ 31	+ 33.3
SUBTOTAL: LESS COMMONLY TAUGHT LANGUAGES	418	17,274	19,800	+2.526	+ 14.6
Other Foreign Language-Related Offerings:					
Classics (reported separately from Latin and Greek)	39	11,853	12,151	+298	+ 2.5
ESL	12	182	468	+286	+ 157.1
General (Lit. in transl., comp. lit., interdisc., humanities courses)	24	2,247	2,498	+251	+ 11.2
Linguistics	16	384	826	+442	+ 115.1
Sign Language	1	-	175	+175	+ 100
SUBTOTAL: OTHER FL OFFERINGS:	92	14,666	16,118	+1,452	+ 9.9
TOTALS:	510	31,940	35,918	+3,978	+ 12.5

Foreign Language Majors (Question 3)

968 departments, or language sections within departments, provided figures for majors in the six most commonly taught languages. The total loss of majors between 1972 and 1976 numbered 802 (10.1%). Inspecting Table 5, which summarizes the number of graduating majors for the period investigated, French appears to have suffered the highest losses with 581 majors (19.4%). Next came German with 162 (12.1%) losses and Latin/Classics with 23 (9.5%). Surprisingly, Spanish, which showed an increase in enrollments between 1972-1976, also showed a decrease in majors--92 or 3.2%. Only Russian and Italian indicated a gain.

Of the less commonly taught languages, 198 departments/sections reported figures for majors. Of those, 74 reported an increase in the number of majors, 33 reported no change, and 91 reported a decrease. Altogether, the less commonly taught languages reported a gain of 149 majors for the four-year period covered. However, these figures cannot be taken as dependable indicators of a trend. Many departments do not appear to keep records of the number of majors graduating, and some of the figures included are estimates. In the less commonly taught languages a number of area studies and linguistics figures are included.

Table 6 summarizes total enrollment changes between 1972/76 for all languages and offerings. Figures indicate a total loss of 22,334 (7%) students.

Proportion of Total Undergraduate Enrollment Studying a Foreign Language

Comparing the number of undergraduate students studying foreign languages with the total number of students enrolled in undergraduate instruction, we find a slight decline in proportions over the four-year period investigated.

TABLE 5: Departments/Sections Reporting Gains/Losses in Majors Between 1972-1976 in 6 Most Commonly Taught Languages

Language	No. of depts./sections reporting	1972 graduating majors	1976 graduating majors	1972/1976 Gain/Loss + -	% Gain/Loss + -
French	289	3,002	2,421	- 581	- 19.4
German	230	1,344	1,182	- 162	- 12.1
Italian	22	67	96	+ 29	+ 43.3
Latin/Classics	67	242	219	- 23	- 9.5
Russian	75	371	398	+ 27	+ 7.3
Spanish	285	2,913	2,821	- 92	- 3.2
TOTALS	968	7,939	7,137	- 802	- 10.1

TABLE 6: Summary of Total Enrollment Changes - 1972/1976

	No. of Depts./Sections Reporting	1972 Enrollments	1976 Enrollments	Loss/Gain - +	% Loss/Gain
6 Most Commonly Taught Languages	1,577	288,603	262,291	-26,312	- 9.1
Less Commonly Taught Languages	418	17,274	19,800	+ 2,526	+14.6
Other Foreign Language-Related Offerings	92	14,666	16,118	+ 1,452	+ 9.9
TOTALS	2,087	320,543	298,209	-22,334	-7

In 1972, for example, 14.3% of all undergraduates in this sample studied a foreign language; in 1974 this figure had fallen to 13% and declined further to 12.5% in autumn of 1976, indicating a slight decrease in interest in foreign languages in general. (1974 MLA statistics report a national average of 9.9% of undergraduate enrollments studying a foreign language.[3] The discrepancy between this figure and that of 13% for 1974 obtained by this study would confirm that we are dealing with a biased sample, as a proportionately larger number of students was studying a foreign language in the responding institutions than was the case nationwide.)

Staffing (Questions 5 and 6)

The staffing patterns reflected in figures provided by questionnaires confirm what we know already: many foreign language teaching positions have been eliminated. The 624 departments reporting comparable figures employed 5,941 full-time faculty in fall 1972 versus 5,504 in fall 1976. The total loss of teaching positions amounted to 437 (7.4%).

227 departments (32.8%) of the 693 total respondents indicated the use of teaching assistants in undergraduate instruction. However, only 198 departments provided comparable figures for the 1972/76 period. For the autumn term of 1972 2,091 T.A. positions were given. By fall 1976 the number had decreased to 2,041, indicating a loss of 50 T.A. positions (2.4%).

Average Course Load (Question 7)

The average course load carried by full-time faculty per semester or quarter could not be accurately calculated, as some chairpersons reported teaching load in units or courses rather than by credit hours. Assignments ranged from six hours (two courses) per term to 20 hours, the mode being 12 hours and the approximate average around eleven contact hours per week.

The Foreign Language Requirement (Questions 8, 9, 10, 11)

The responses to those questions dealing with foreign language requirements present a complex picture and were difficult to quantify. Requirement patterns are so complicated and diverse, that occasionally even chairpersons do not appear to know or understand them fully. This became evident in several cases where different department heads from the same institution gave conflicting information pertaining to requirements.

Of the 541 institutions which responded by questionnaire, a total of 300 (55%) reported a loss of--or reduction in--foreign language requirements since 1968. 136 institutions (25%) had abolished a general degree requirement since 1968 (98 or 18% had done so between 1968 and 1972; 38 or 7% followed suit after 1972); and 164 colleges (30%) had reduced requirements since 1968 (67 or 12% between 1968 and 1972; 87 or 16% since 1972).

Reductions of requirements took many forms. For instance, some institutions decreased the number of required courses or credits; others instituted either/or options (e.g., Mathematics or foreign language); some changed to a distribution requirement in which students choose among courses from several disciplines, including foreign languages; some institutions began to liberalize placement procedures or automatically exempt students with a specified number of years of high school foreign language study; still others have added new programs or degrees not requiring a foreign language; and some disciplines or degrees which required a foreign language in the past no longer do so. One institution no longer requires foreign language study for its men students, but still has a requirement for its women students!

On the positive side, 19 institutions (3.5%) have started, reinstated,

or increased a foreign language requirement since 1968 (4 in fall 1977) and 16 (3%) mentioned active discussion of reinstatement or increase of requirements in the near future.

For those institutions which require some form of foreign language study, the ways in which requirements can be fulfilled vary considerably. 84 institutions (15%) list entrance requirements, usually two years of high school study, but occasionally one or three. (However, I know of no institution which strictly enforces the entrance requirement. Rather, a student can make up or complete the requirement after being enrolled.) 89 colleges (16%) list some form of foreign language requirement for all students enrolled, regardless of degree. 109 schools (20%) required foreign language study only for the B.A. degree. 147 institutions (27%) list only departmental or divisional requirements rather than general degree requirements. And in 42 institutions (8%) foreign languages are an option of general education, distribution, or humanities requirements.

The number of credit hours required by various institutions, departments, or degrees also varies widely, ranging from two to 24 credit hours. (One institution requires intermediate proficiency in two languages.) The mode is 12 semester hours or intermediate proficiency.

The following list notes those disciplines which still consider foreign language study as helpful or essential to their majors. They are listed in the order of frequency in which they appeared on the questionnaires.

English
Music
History
Chemistry
Biology
Religious Studies
Art
Mathematics
Political Science
Physics

Art History
Education
Psychology
Drama
Social Sciences
Philosophy
Anthropology
Radio/TV Broadcasting
Geology
Economics
Journalism
Sociology

Those institutions with some form of foreign language requirement list a range of options in addition to conventional elementary and intermediate language skills courses to fulfill the requirement. Of the 693 respondents, 364 departments (52.5%) permit credit by placement or proficiency exam. 78 (11.2%) accept courses in more than one foreign language toward completion of the requirement (e.g., two semesters of elementary French and two semesters of elementary German). 70 (10.1%) offer special tracks in reading, conversational language, translation, etc. 60 (8.6%) permit fulfillment of requirement by culture/civilization or linguistics courses taught in English. And 54 departments (7.8%) permit literature in translation courses to fulfill a language requirement.

Many institutions automatically waive the requirement for students with a set number of years of high school foreign language study; and some give automatic college credit for elementary language courses to those freshmen able to complete an intermediate course with a specified grade.

New Courses and Programs Offered since 1972 (Question 12)

A list of selected new courses developed since 1972 is presented in Appendix B.

Courses in which use of media is a major integrated component:

Audio-tape (including language lab)	253	(36%)
Film	165	(24%)
Slide-filmstrip	164	(24%)
Multi-media	86	(12%)
Television	46	(7%)
Computer-assisted instruction	26	(4%)
Radio	7	(1%)

Individualized instruction

One-to-one tutorial or small group instruction	154	(22%)
Self-paced instruction	74	(11%)
Audio-tutorial, independent study	72	(10%)
Minicourses geared to special student interest	43	(6%)
Programmed instruction	40	(6%)

Departments offering less commonly taught languages under Critical Language Programs:

Chinese	32	(5%)
Japanese	27	(4%)
Hebrew	24	(3%)
Portuguese	23	(3%)
Greek	25	(3%)
Arabic	20	(3%)
Serbo-Croatian	12	(2%)
Italian	12	(2%)
Russian	11	(2%)
Swahili	10	(1%)
Czech	8	(1%)
Swedish	8	(1%)
Korean	7	(1%)
Polish	7	(1%)
Dutch	7	(1%)
Norwegian	7	
Persian	6	(less than 1%)
Hindi	6	
Thai	5	
Sanskrit	5	
Bulgarian	5	
Indonesian	5	
Rumanian	5	
Turkish	4	
Tagalog	4	
Yiddish	4	
Danish	4	

Undergraduate Curricular Options (Question 14)

Following is a summary of responses indicating the number of departments offering innovative or non-traditional courses and/or methodological approaches.

Type of course/approach	Number of departments indicating availability *
Literature in translation	443 (64%)
Intensive or accelerated courses	346 (50%)
Contemporary culture (taught in FL)	331 (48%)
Introduction to language/linguistics	327 (47%)
Programs abroad:	316 (46%)
summer programs, 123 (18%)	
academic year, 193 (28%)	
Interdisciplinary courses:	308 (44%)
staffed within one dept., 113 (16%)	
staffed by members of two or more departments, 195 (28%)	
Special topics courses where major focus is on aspects of language and literature	263 (38%)
Career-related courses	218 (31%)
Contemporary culture (taught in English)	166 (24%)
Community-oriented courses aimed at special non-matriculating students	159 (23%)
Comparative literature	150 (22%)
Team teaching	145 (21%)
Area studies (taught in English)	124 (18%)
Internships	118 (17%)
Special themes courses where major focus is not on language or literature	111 (16%)
Translation of specialized materials	98 (14%)
Area studies (taught in FL)	97 (14%)
Language courses for native speakers	76 (11%)
Off-campus courses	55 (8%)
Comparative cultures (taught in English)	50 (7%)
Ethnic Studies (taught in FL)	47 (7%)
Comparative Cultures (taught in FL)	45 (6%)
Ethnic Studies (taught in English)	42 (6%)
Multi-language or exploratory courses	40 (6%)

* Percentages rounded to nearest whole number

60 other languages (mostly African, Asian and American-Indian) were offered under the critical language program by one or two departments.

Testing and Evaluation Practices (Question 15)

Of the 693 responding departments, 437 or 63% used some type of test for placement purposes. 218 departments (31%) had developed their own instrument; the remaining 219 (32%) used scores on a standardized test for placement purposes. The most frequently listed instruments used for placement testing were: MLA Cooperative Tests (126 departments or 18%), College Entrance Examination Board-CEEB (44 departments or 6%). College Level Examination Programs-CLEP (13 departments or 2%), and the Pimsleur Achievement Test (11 departments or 2%).

Only seven departments (1%) reported regular systematic administration of an aptitude test to beginning foreign language students. The Carroll-Sapon Modern Language Aptitude Test (MLAT) and the Pimsleur Language Aptitude Battery (LAB) were the tests most frequently mentioned.

Six departments (less than 1%) report use of some form of attitude measure. All such tests appear to be constructed locally and deal with attitudes toward foreign cultures and foreign language learning. A number of departments indicated that some attitudinal questions were part of a final course evaluation instrument.

Regular, systematic, departmental achievement/proficiency testing was indicated by only 190 departments (27%). 100 departments (14%) devised their own tests and 90 (13%) listed standardized tests such as the MLA Cooperative Tests, CEEB, the Graduate Record Exam (GRE), College Board Achievement Test, and instruments developed by the professional organizations for the various languages.

III. MAJOR PROBLEMS: FOUR-YEAR INSTITUTIONS

The reasons for the decline in enrollments which respondents listed most commonly fall into six categories: 1) changing requirements; 2) change in student attitudes and abilities; 3) budget constraints; 4) quality of advising and negative attitudes among non-foreign language faculty; 5) reduced quality and quantity of high school programs; 6) diversification and proliferation of new majors and non-commonly taught languages.

Changes in Degree Requirements

Most responding departments agree that one of the major reasons for enrollment losses is the elimination or reduction of degree requirements. The only exceptions to this consensus were several departments of less commonly taught languages and some Latin and Slavic departments which stated that a reduction or abolishment of the requirement positively affected enrollments in their respective languages.

Of the 541 responding institutions 300 (55%) have had a change in degree requirements during the past eight years, either in the form of a total abolishment, a reduction in the number of courses required, or a change from a pure foreign language requirement to an options requirement.

A few departments claim that while they have initially lost some enrollments, they have actually benefitted by the elimination of requirements in terms of higher quality students, heightened achievement among students, more positive attitudes among students and instructors, more enjoyable working

conditions, and improved instructional quality, because teachers realize that special efforts need to be made to hold "volunteers." In the words of one chairperson, "without the prop of an externally-imposed curricular subsidy, our teaching must be imaginative and sophisticated and all our students are in our language courses because they wish to be."

Change in Student Attitudes and Ability

The second most frequently stated reason for a decline in foreign language enrollments was a perceived change in student attitudes and abilities. Many respondents listed an increased pragmatism and career orientation on the part of students. The greatly reduced job market for foreign language teachers and limited employment possibilities for B.A. degrees in foreign languages discouraged many talented students from pursuing a degree specialization in foreign languages. Respondents also noted a perceived decrease of interest in a liberal arts curriculum and humanistic studies. However, and most contradictory, chairpersons also point out the increasing popularity of non-specialist degrees such as general studies majors. But this option usually also detracts from foreign language study, as many of these programs are individually designed and most "generalist" students seem to avoid the rigors of foreign language study. (Again an exception to the rule: the University of Michigan reports an increase of enrollments because of general studies majors.)

Some respondents believe that because of lower admissions standards at many institutions, students come with less formal training in languages (and especially less preparation in English) and are generally less able

and less well prepared than in previous years for systematic foreign language study. Further, fewer students appear willing to make the necessary time and energy commitment and to submit themselves to the necessary mental discipline language study requires. One respondent summarized the situation by stating that students gravitate toward those courses or programs which 1) appear easy and 2) enhance their employment opportunities.

Budget Cuts

The third most frequently listed reason for the decline in enrollments was the vicious circle syndrome of budget cuts → faculty reduction (often stripping a department of all non-tenured faculty and much flexibility) → reduction in courses → loss of students → leading to more budget reductions, etc. Again it should be stated that several departments were able to rally to the cause by redistributing assignments or accepting overloads, thereby actually increasing enrollments despite loss of faculty.

Advising

One other reason mentioned frequently for declining enrollments was a lack of communication between departments, often reflected in the indifferent quality of advising, or in negative attitudes and lack of support by advisors, colleagues in other fields, and administrators. Certainly, the influence of an advisor in guiding students to and away from certain courses and disciplines should not be underestimated.

Reductions in High School Programs

Many respondents decried the quality and quantity of high school foreign language instruction. Options conflict on whether high school foreign language study benefits or hurts enrollments on the college level. Some

chairpersons claim more students place beyond a requirement or get credit by examination because of improved high school instruction, thereby reducing enrollments in elementary college courses. Some maintain that high school foreign language instruction negatively affects student attitudes and often discourages continuation on the college level. Russian and Classics departments seem relatively unified in believing that the almost total loss of high school base in those languages has negatively affected enrollments in upper level college courses. On the other hand, the erosion of foreign language study on the high school level generally has contributed to an increase in enrollments in lower level college courses, especially in those institutions which still have a requirement. The major problem appears to be one of articulation, communication, and cooperation between the various instructional levels.

Diversification of Options

A number of respondents stated that the introduction of less commonly taught languages or languages appealing to particular ethnic groups has detracted from enrollments in the more popular languages. But again, there is no unanimous agreement as to the effect of adding additional languages to the curricular offerings. A few schools stated that diversification of linguistic offerings has contributed to overall departmental growth, and, generally, that students opting for a less commonly taught language have rather special motivations and interest.

Some respondents believe that the proliferation of new majors (e.g., Ethnic Studies, Urban Studies, Area Studies, Communications, etc.) and the open competition for majors by those and other departments have affected the language requirement and the number of majors in foreign languages.

Several complaints were made that many professional programs are overstructured and leave little room for electives, particularly for a sequence of courses necessary to gain some proficiency in a foreign language.

In examining the causes given for declining enrollments, it became obvious that most of us look for the responsible culprit(s) outside our own departmental domain. While many chairpersons listed improved instructional quality and increased enthusiasm and commitment on the part of the faculty as major reasons for enrollment increases, only one blamed enrollment decline on low quality of instruction and apathy of teaching staff. Yet it would appear obvious that if quality of instruction can have a positive effect on enrollment it can also negatively affect student interest.

Roger Peel of Middlebury College is one of the foreign language educators who believes that causes for enrollment losses are to be found largely within the ranks of the profession. He blames traditionalism and a collective lack of imagination for the state of affairs. Generally speaking, one might tend to agree with his point when looking at college catalogue descriptions which have been offering for decades basically the same courses, the same uninspiring descriptions, and the same traditional divisions into elementary and intermediate language followed by third and fourth-year literature courses.

IV. FACTORS INFLUENCING ENROLLMENT GROWTH: FOUR-YEAR INSTITUTIONS

The factors which are perceived to contribute to enrollment growth differ to some extent from institution to institution, even from language to language. I wish to state at the outset that I have found no ultimate answer to increasing interest in foreign language study. No single approach (or even combination of approaches) exists which a department can adopt in order to guarantee success in increasing either achievement or enrollment. Often, program growth is due largely to external factors which are not under the direct control of an institution or department. Obviously, total institutional increase contributes (or at least should contribute) to rising departmental enrollments. Also, demographic factors and a renewed ethnic awareness contribute to the increased popularity of Spanish in parts of the Southwest, West, and East, where there are large settlements of people of Hispanic origin. The same applies to population centers with large Italian, Japanese, Chinese, and also French background populations. Conversely, this ethnic awareness is not as pronounced among people of northern European extraction, and one contributing reason for the decrease in the popularity of German, for instance, might be the easy assimilation of peoples of Germanic origins into the dominant WASP culture of the U.S.

An important external factor is that a knowledge of Spanish can bring immediate financial rewards or employment opportunities in some areas. Professor Beth Miller of the Department of Spanish and Portuguese at the University of Southern California, for instance, mentioned the easy employability of recent recipients of the B.A. in Spanish as a factor contributing to declining interest in graduate programs.

But external factors alone are no guarantee of program success in terms of enrollment increases. To a large extent it is still up to departmental initiative and imagination to take advantage of the "ready-made markets" of students by developing attractive and relevant options to accommodate various interests. This point is brought home by a number of institutions located in heavily Spanish-populated areas which have actually suffered decreases in enrollments and by the many institutions with departmental losses despite institutional enrollment increases.

I have grouped the most commonly mentioned "internal" reasons for enrollment gains (or increase in student interest) into several major categories:

-- quality of instruction;
-- departmental diversification in terms of non-traditional options courses;
-- intensive courses;
-- study abroad

-- curricular modifications/instructional approaches;

-- out-of-classroom activities;

-- recruiting, publicizing, advising;

1. Instructional Quality

A large number of chairpersons acknowledged increased teaching effectiveness by an energetic, enthusiastic, imaginative, and accessible faculty as a major factor in attracting students. The influence of instructional quality on a program is obvious, but I believe it needs restating that in the final analysis it is the individual teacher, his or her commitment and creativity, who determines program success. This fact is brought home by the number of departments described or visited where single individuals--teachers and administrators--were credited as being the cause for attracting increasing numbers of students.

Coordination of Lower-Division Instruction

Based on the findings of this study, enrollment increases, where there have been any, were predominantly in lower division courses. Apart from those few institutions which serve uniquely or predominantly as graduate training centers, lower division language instruction is the financial lifeblood of all departments, and what goes on in those courses determines to a large extent student interest and motivation for continued language study. In other words, the lower division courses are the recruiting centers for intermediate and advanced language study. Not all departments

appear to recognize the importance of coordination and articulation of elementary language programs. Lower division courses are occasionally used as "load fillers"-- i.e., they are assigned to teaching staff to provide a full teaching load, regardless of interest or suitability to teach these courses. Instruction often appears haphazard, with few efforts at coordinating and articulating objectives and instructional outcomes at each level. Objectives are most often expressed only in the number of chapters to be covered. Otherwise, there seems to be no common planning, no common focus, no common evaluation, despite multiple sections and a number of different individuals teaching the course.

Some institutions list as a major factor for their success the utilization of senior faculty on all levels of instruction, not just in advanced level language and literature courses. However, I have also seen excellent instruction and observed very positive student reaction and impressive language proficiency in programs utilizing teaching assistants in elementary language courses. Invariably at those institutions considerable time and effort are devoted to the coordination of multi-section courses and the training, guidance, and supervision of the teaching assistants. The University of Michigan, the University of California at Berkeley, and the University of Southern California are examples of institutions where much attention is given to the daily coordination of elementary language programs.

Course Evaluations

Obligatory evaluations (by students, colleagues, and department administrators) which are being used in decisions regarding salary

increases, promotions, reappointment, or tenure have also been mentioned as having had some influence on improving quality of instruction by several departments.

2. Non-Traditional Options Courses

Program diversification was a key element in the growth of most departments visited. Institutions report a proliferation of literature in translation courses, culture courses taught in English, or other options to the traditional literature-oriented offerings. Some departments indicate that these newly developed options have not only enabled them to survive in recent crisis years but have occasionally stimulated interest in traditional language skills courses as well.

Clearly, literature in translation courses have been the most popular curricular addition. Of the 693 responding four-year departments, 443 (64%) report offering such courses. Next in popularity, as far as options courses are concerned, are introduction to language/linguistics courses which are listed by 327 (47%) departments; 166 (24%) departments offer contemporary culture courses taught in English; 150 (22%) offer comparative literature courses; and 40 (6%) offer multi-language or exploratory language courses.

It appears that especially Slavics, Classics, German, and Italian departments have benefited from diversification. Possibly, the relatively greater difficulty of these languages for English speakers makes their literatures less accesssible in their original forms than the literature in French and Spanish. Also, not as many students formally study languages

other than French and Spanish on the secondary and college levels--but many still have an interest in the cultures and civilizations of the respective countries.

With the obvious exception of offerings in Classics (where mythology and terminology courses are popular options), among especially successful courses are those that focus on current cultural aspects and modern authors or works (particularly those courses which relate literature to social, historical, or philosophical themes in present-day life). Some examples of such courses are: "Literature and Politics " (Tufts University-German), "Freedom in Russian Literature " (Loyola University),"Insiders & Outsiders: Literature and Culture of the Weimar Years " (Middlebury College), and "Women in French Literature " (several institutions), "Insanity in Literature " (College of St. Scholastica), "Literature and the Drug Experience " (Washington State University), "The Search for Honor and Glory" (Franklin and Marshall College), "Decadent Germany" (Jacksonville State University), and "Impact of German Immigration on America " (Elmhurst College). (For additional course titles see Appendix B.)

Another popular option are film courses taught predominantly in English. They draw numbers of students not usually interested in traditional language courses and they can be offered on all levels of instruction. Film courses are used for a range of purposes and accommodate various student interests. The focus can, of course, be on language, cinematographic techniques, analysis of artistic composition, cultural analysis, or comparative culture study focusing on specific themes as well as language study.

Several institutions have moved to accept non-traditional courses to fulfill a language requirement or have developed special options courses for that purpose. As can be expected, feelings are ambivalent among faculty in departments which have chosen to accept so-called options and translation courses to fulfill a general language requirement. Many colleagues admit that the move was motivated by departmental survival needs when having to compete with requirement options in Mathematics, Computer Language, or general Humanities offerings. However, a growing number of foreign language educators is convinced that the traditional language skills course and the expectation of mastery of a foreign language are not valid as a general requirement.

Interdisciplinary Courses

While job opportunities for academically oriented foreign language specialists appear to be descreasing, at least in the commonly taught languages and based on the most recent MLA Job Information List, the need for professionals with some insights in and knowledge of foreign languages and cultures in practically all fields seems to be growing. Some institutions actively encourage "interdisciplinary concentrations," "double majors," or "extended majors" in pamphlets and through departmental career conferences and counseling. A number of departments claimsthat interdisciplinary majors and/or courses have increased departmental enrollments.

Of 308 departments, 44% list interdisciplinary offerings (113 [16%] with intradepartmental and 195 [28%] with interdepartmental staffing). Upon closer inspection, many of these interdisciplinary

programs turn out to consist of a mixture of courses in different departments, with the assumption that students will be able to interrelate and synthesize on their own whatever interdisciplinary insights the sequence presents (e.g., this practice appears to dominate in area studies programs). None of the schools visited indicated full satisfaction with their involvement in interdisciplinary ventures. Often, a major obstacle to developing team-taught, interdisciplinary courses boils down to an appropriate and fair division of FTE's among cooperating departments, rewarding individual faculty members for their efforts. Well coordinated interdisciplinary courses demand a large time commitment for joint planning, preparation, and coordination. Ideally, all members of the teaching team should attend each lecture to offer true interdisciplinary reaction, interaction, and synthesis.

Some departments attempt to utilize guest lectures and thus incorporate an interdisciplinary dimension into their courses. While this practice can be effective for an occasional course, on a regular basis the guest speakers might feel the commitment too time consuming.

There is a need for truly interrelated and cooperative interdisciplinary effort to develop curricula relating knowledge of a foreign language and culture and to introduce a comparative culture dimension into the social sciences, arts, humanities, and professional schools. Such programs, by necessity, would have to be interdepartmental, team-taught efforts, since few of us are Universalgenies equally competent in several fields.

Maurice Connor describes several such interdisciplinary efforts in Volume 9 of the ACTFL Foreign Language Education Series.[7]

Career-Related Courses

While two-year institutions have generally been more active in providing specialized career-supportive foreign language courses, several four-year departments are also making efforts to develop such programs. These offerings usually attract a relatively small number of students. However, they appear to have a favorable effect on departmental visibility in the community, engendering positive reaction among students, faculty of cooperating departments, and community agencies which provide internships, field experiences, and jobs for the students involved.

Spanish leads in developing career-supportive foreign language instruction because of practical necessity in areas with large Spanish-speaking populations. Conversational Spanish with a pastoral orientation or aimed at secretaries, law enforcement personnel, the medical professions, and workers in social service agencies and the tourist industry are proliferating. (Weber State College, for instance, reports much interest in its career-oriented conversational Spanish courses for law enforcement officers, nurses, and medical and para-medical officers.) Occasionally, institutions take instruction off campus at the request of various community agencies, such as police and fire departments or hospitals. San Antonio College and Rose Hulman Institute of Technology offer two-year programs in technical translation, which in the case of the latter institution has been mentioned as an important factor in generating student interest.

The German Department of the University of Cincinnati has developed an undergraduate International Business Option.[8]

Related to the need for emphasizing pragmatic, career-related objectives in foreign language instruction, several institutions are offering Certificates of Proficiency which attest that a student has reached a specified level of fluency. At Illinois Wesleyan University this certificate becomes a part of the student's Career Placement file attesting to prospective employers and/or graduate schools that a student possesses superior linguistic and cultural skills in addition to training in his major field.[9] Rutgers University (Slavics) also offers a Certificate of Proficiency. Rather than using an internally developed proficiency examination, the University of Arkansas - Fayetteville is experimenting with the Zertifikat Deutsch als Fremdsprache jointly developed by the Goethe Institute and the Deutscher Hochschulverband and recognized as indicator of a basic proficiency in German by all Common Market countries.

In addition to the above mentioned career-supportive courses and certificates, some institutions offer special courses in diction for music and communications majors, and special etymology and technical terminology courses for medical and legal professions, art historians and for majors in political sciences. (For other titles of career-supportive courses see Appendix B.)

With few exceptions (e.g., the University of Cincinnati and the University of South Carolina), the career supportive courses are taught

on an elementary language level. These offerings are certainly valid services to the student body and the community. However, language proficiency gained in one or two semesters of specially developed career-oriented courses is of necessity very limited and consists often only of an emergency vocabulary for a small number of situations. There is need for extending career related foreign language instruction to the advanced and graduate levels. After acquiring a general basic language proficiency, students would have options other than the traditional literature courses to further their language proficiency simultaneously with knowledge and skills in their major field of interest.

3. Intensive Courses

In many institutions where intensive courses are a regular option in the curriculum, they rate also among the factors which leave students with highly positive attitudes toward language study and which contribute to initial enrollment and to retention of students in upper level courses. Of the 693 responding four-year institutions 346 (50%) list some form of intensive offering; among the 182 responding two-year institutions 23 (13%) list the availability of intensive instruction.

We have no common definition of intensive programs. They range from the total immersion concept, complete with a language pledge (i.e., a signed promise to use only the target language as means of communication for the duration of the course) of the Middlebury Summer School to an intensive Saturday course (meeting every Saturday for six hours of instruction) offered by the Department of French and Italian Languages

and Literatures at the University of Maryland in College Park. In between fall intensive summer programs offering between two to four semesters credits -- such as those at Washington State University, intensive semesters found at North Texas State University, and intensive year-round programs such as at Dartmouth or Pomona College.

Any course meeting more than the traditional fifty-minute period per day can carry the label intensive, and in some institutions the only difference between a regular course and an intensive course is that the latter meets two instructional periods rather than one per day. Otherwise staff, objectives, materials, and teaching strategies remain constant. (Some departments, while not actually listing intensive instruction in the catalogue, make an intensive exposure of up to seven hours a week available by scheduling courses which may be taken simultaneously by students. For instance, in addition to the conventional three or four-hour course, students can enroll in a one to three-hour conversation course, reading course, pronunciation clinic, group drill session and/or laboratory period.)

Another form of intensive exposure is that provided by special residential language houses such as they exist at Pomona College, Middlebury College and the University of Michigan. While in residence, for credit or non-credit, students have systematic opportunities to engage in formal or informal conversation with fluent speakers of the target language and can (or are expected to) use the target language constantly. They participate in additional lectures, films, or other programs dealings with the target language or culture and can get tutorial help by residents fluent in the language.

It appears, however, that those programs which utilize differentiated staffing (i.e., more than one instructor, each with special competencies and functions), differentiated activities (i.e., separately scheduled activities, such as grammar explication sessions, drill sessions, culture presentations, use of games, songs, interaction or conversation sessions, and alternating small-group work with large-group instruction, etc.) a direct methodology, and a variety of materials and media are considered particularly attractive and effective by students. Moreover, such programs appear to retain more students for future foreign language study than those courses which simply condense the time element and do not otherwise differentiate instruction.

The advantages of intensive programs over conventional ones can easily be summarized: 1) they expose students to a concentrated body of language and facilitate more intensive and extensive skill practice, therefore resembling, more than their traditional one-hour-per-day counterparts, a natural language learning situation; 2) they enable students to gain extensive knowledge of and proficiency in the language without the usual lengthy time commitments; 3) they permit "late bloomers," procrastinating seniors, and petrified Ph.D. candidates to fulfill a language requirement or a long-standing interest or ambition, again in a relatively short amount of time and without penalty in terms of postponed graduation; 4) they permit students majoring in various disciplines to pick up a supportive concentration in a foreign language; 5) they permit high school seniors, "professional tourists," and businessmen

a quick concentrated introduction or refresher course in a language; and 6) from highly positive reactions observed at some programs visited, they can cause an easy camaraderie among students and faculty, cause lasting friendships, an occasional marriage (no information on their duration is available...) and, as mentioned already, often motivate further language study.

It appears that the large majority of intensive courses, apart from special summer programs, is taught on the elementary/intermediate level. Exceptions, where intensive instruction has been implemented on more advanced levels are at Middlebury College and at the University of Texas - Arlington where an intensive German course is taught on the third-year level.[10] More experimentation should be conducted with intensive instruction on advanced levels. Certainly, foreign language majors and other students with a basic background in a language could especially benefit from an intensive exposure to, or extended immersion in, the language to "activate" their knowledge and improve their fluency.

However, intensive instruction also poses problems. One is what to do with the student who, for some reason or other, cannot complete a program and loses up to an entire term of course credit, because it is too late to enroll in or transfer to other courses. Some institutions are attempting to deal with this problem by enabling students to transfer freely to the next lower or concurrent conventionally taught course or by granting credit for coursework satisfactorily completed, even if a student is not finishing the full intensive

sequence. Another preventive measure to student failure is individual counseling before permitting enrollment in intensive courses. It goes without saying that intensive foreign language study is not for everyone, and that students need to be made aware of the motivation, commitment, energy, self-discipline, and plain hard work necessary in order to succeed.

Intensive courses further require special efforts on the part of the teaching staff. To keep students awake, alert, participating, and learning for several hours in a row is no small feat, even for a team of teachers. The need for extensive planning, close cooperation and teamwork, and special demands made in terms of creativity and enthusiasm need to be considered before embarking on an intensive instruction venture.

As a potential drawback to intensive instruction, several instructors mentioned a possible retention problem for students engaging in short-term intensive language instruction. They felt that "intensive" students, even though they covered the identical syllabus as those in conventional instruction, were at a disadvantage if they continued language study in traditional programs, as they lacked absorption or "digestion" time for the large quantity of materials presented. It would be interesting to conduct a follow-up study comparing rate of achievement and retention of students from intensive and traditional programs.

(For more information on intensive courses consult the forthcoming ERIC Focus Report on Intensive Foreign Language Instruction by David P. Benseler.)

4. Study and Travel Abroad

As established by John B. Carroll in his study of "Foreign Language Proficiency Levels Attained by Language Majors Near Graduation from College,"[11] no other factor contributes as much to success in foreign language learning as time spent in the target language country. Among those schools which provide or actively encourage an integral study abroad experience (ranging from an interterm to a junior year abroad), student motivation and interest in lower as well as in upper level courses appear to be heightened. An impressive example is Dartmouth College where a large percentage of the student body participates in programs abroad. Many students enrolled in elementary language courses mentioned an anticpated stay abroad as major motivation for studying the target language. And I met a number of students majoring in various disciplines other than a foreign language who served as apprentice teachers (drill masters) in first-year language courses after returning from an experience abroad. Invariably, one of the reasons given for their continued interest in language study, despite demanding schedules in their major field of study, was that they had developed a deep interest in the target language and culture and wanted to maintain, practice, and improve their language skills. Also, for similar reasons, advanced courses in those institutions with active programs abroad attract a sizeable number of non-majors.

Understandably, some institutions whichhave to send their students to other schools for off-campus study are reluctant to encourage a stay abroad, because they lose enrollments, thus FTE's and income while their students are affiliated with other institutitions. But in the long run, the temporary loss of students might have positive effects by generating extended interest and enthusiasm for advanced offerings.

5. Curricular Modifications/Special Instructional Approaches

In compiling questionnaire results and during the follow-up visits to selected institutions, I encountered an array of factors which were considered beneficial to increasing interest in foreign language study. For lack of a better term, I am grouping these considerations under the general heading of curricular modifications or instructional approaches. The following categories will be discussed under this rubric:

-- reduction of credit/contact hours;
-- variable course credit;
-- emphasis on oral, communicative use of the language;
-- special methodological approaches or techniques;
-- utilization of undergraduate instructional aides in small-group drill practice or tutorials;
-- use of media;
-- use of selected elements of individualized instruction.

Reduction of Credit/Contact Hours

Several departments have moved to adapt the credit and contact hours alloted to language courses to the general pattern prevailing

at the institution. While traditionally language courses have required a larger number of contact hours than courses in other disciplines for the same number of credits (i.e., a four credit course often requires five contact hours plus additional lab or drill periods), some departments have gone to three-credit courses, requiring only three contact hours, without obligatory lab instruction. This pattern has the advantage of fitting the predominant Monday-Wednesday-Friday scheduling pattern at some institutions and of enabling more students to fit a language course into their schedule.

Such reduction of contact hours often requires an adjustment in course content as well, spreading the traditional first or second year content over three semesters. This reduction--or rather redistribution of course content--has been mentioned as a positive influence on student enrollments and has lessened attrition between levels at several institutions.

Variable Course Credit

Several departments offer courses with variable course credit, ranging from one to three hours. The Ohio State University grants variable course credit from one to ten credit hours for individualized basic language instruction in five languages. (See program description of The Ohio State University's Classics Department in Chapter V.)

Often, students with some previous language instruction wish to maintain their skills, but are not able to carry a full three to five-hour course. One credit hour courses focusing on one particular skill or

interest topic appear to be quite popular for that purpose. Especially low-credit conversation or pronunciation courses draw an increasing number of students.

Methodological Approaches

Some departments feel their success in attracting students is linked to methodological approaches or specific teaching techniques. The University of Northern Iowa, for instance, attributes its growth to the psycho-generative method developed and used there for instruction in elementary foreign language courses. This method utilizes a predominantly oral approach and teaches grammatical structures inductively based on five frames of reference: 1) the physical world (dealing with tangible things and places) 2) the frame of persons; 3) the frame of activities and actions; 4) the frame of events (time concepts, weddings, funerals, etc.); and 5) the frame of perspective (dealing with personal judgments, opinions, and interpretations). The instructional materials developed for the approach use high-frequency vocabulary and grammatical structures. Students are taught to use a situational questioning method (the who, what, when, where, how, or why of each particular event) with each other. In addition to conventionally scheduled classroom instruction, students meet from two to four additional periods in small-group practice sessions, usually conducted by advanced undergraduate students. The psycho-generative method requires intensive and active student participation and appears to be successful with students who have shown low aptitude for foreign language learning with other methodologies.

Beverly Galyean reports significant changes in achievement and attitudes through utilizing confluent education techniques in an elementary French college course.[12] While there is no single "Confluent Program" in existence, Hebrew Union College is experimenting with a confluent approach in elementary Hebrew instruction,[13] and several instructors in California adult education programs (French and Spanish) report increased interest, motivation, and achievement because of confluent approaches utilized in instruction. (One French instructor reports tripling of night enrollments since starting a confluent approach of instruction four years ago.)[14]

Borrowing from the values clarification and sensitivity training movements, confluent education stresses the affective development of the student. It recognizes the natural relationship between feelings and knowledge and emphasizes the development of interpersonal communication skills through special exercise techniques including Gestalt art works, guided fantasies, imagination games, non-verbal interaction strategies, improvisational theater, values clarification exercises, all of which depend heavily on group processes.[15]

Galyean lists seven guidelines for designing a confluent model of instruction in foreign language teaching:

1) Students use their personal affective and cognitive content as the basis for meaningful language practice (as opposed to participating in rote-memory and impersonal practice).

2) Students talk directly to and with each other, exchanging information about real issues in their lives.
3) Students use the language for discovering information about themselves (introspection).
4) Students use the language for discovering information about the others (interpersonal relating).
5) Students direct their own learning activities by leading drills, exercises, and conversation groups.
6) Teachers relate to the students in a confluent-facilitative manner.
7) Teachers employ affective teaching methods.[16]

Confluent education techniques can be utlized in any setting. Like individualized instruction, confluent education is more a philosophy than a method.

The confluent education movement (at least called by that name) is still predominantly based in California. However, a number of foreign language educators mentioned increased program attractiveness because of greater stress on oral communicative language use in the classroom and more personalized instructional techniques utilizing affective learning activities[17] and values clarification exercises.[18] Rather than depending on mechanical pattern drills and personally meaningless dialogs by hypothetical persons from the target language culture to practice use of grammatical structures and vocabulary,

students engage in structured exercises to talk about their own concerns, feelings, and experiences.

Direct methodologies, which use the target language as exclusive medium of instruction and interaction, are also credited with contributing to positive student attitudes. Apart from Middlebury College, where predominantly direct teaching has accomplished outstanding results in student fluency, the French Department at the University of California, Berkeley, utilizes a "rationalist direct method," where all new materials are first presented orally in the target language and where a question-answer format is utilized to lead the students to inductive grammar generalizations. Students progress through a sequence of daily activities: performing ---> understanding ---> creating language, totally in French. At Portland Community College I observed a direct method program in German with highly impressive results in terms of student proficiency.

Individualized instruction or self-paced programs are no longer as widely available as the professional literature would make one believe. While many departments at one time or other experimented with some form of self-paced instructional options, for a variety of reasons, many have returned to a traditional "lock-step" pattern. Notable exceptions are the Classics Department at the Ohio State University and German and Italian at the University of California, Berkeley, where self-paced programs are still thriving.

But even Berkeley, which had an approximate 50/50 distribution of students in the traditional and self-paced options reports a slight interest in the individualized courses.

A maior advantage of individualized instruction is, of course, that it permits students to move at their own learning speed. Advocates point out that self-pacing can benefit especially the brighter and highly motivated students who can progress more quickly through the materials, as they are not held back by the hypothetical "average learner" to whom instruction is geared in a conventional classroom. However, it is interesting to note that the larger number of students in individualized options progress more slowly through the course, or end up with a lower number of credit hours earned for a semester, than students in conventional options. Unfortunately, to my knowledge, no comparable data have been collected which would permit comparison of student learning in traditional and self-paced courses after lapse of a certain time period, to assess whether retention and mastery of subject matter are equally affected by both types of instruction.

While totally self-paced programs appear to have decreased, many departments have retained or incorporated components of individualized instruction which are regarded highly positively by students. For instance, while instruction at Tarrant County Junior College (Northeast Campus) is "lock-step," testing is on an individualized, self-paced basis, permitting students to retake differentiated forms

of examinations as often as desired within the confines of the semester. These examinations are administered by the person in charge of the language laboratory and therefore do not make inordinate demands on instructor time.

Other institutions also permit flexible testing and students appear to be generally positive in their reaction. However, administrators at several four-year institutions visited were concerned with "grade inflation." Undoubtedly, like other disciplines the survival of which depends on student enrollments, we have in the recent past collectively eased our expectations somewhat and tend to show "mercy" in grading, hoping to retain students for further study. What, if anything, can or should be done about this practice, as long as administrations are impressed by numbers rather than by achievement, is not at issue in this discussion. However, to forestall any charges of "easy grading," departments considering flexible testing policies should try to ensure as much as possible that students earn their grades by actual mastery of content (regardless of how many tries it takes to achieve this mastery), rather than by memorization of test items from one test administration to the next (or worse yet, by copying or other methods of cheating).

Minicourses

Minicourses are used at some institutions to "individualize" content by providing options geared to particular student interests. The German Summer School at Middlebury College (see program description in Chapter V. of this report) offers a choice of

minicourses (or modules) on the intermediate and third-year levels. These modules are not considered independent self-instructional units, but are offered as a component of the traditional skills courses. Students have a number of choices and work on topics and projects of personal interest with small groups of similarly interested students.

While Winthrop College cannot claim an increase in student enrollment during the four-year period investigated, the department attributes its survival after the elimination of the language requirement to the offering of flexible minicourses. One-hour courses on the intermediate level such as "A Short Trip to French (or Spanish) - Speaking Countries," "Readings in the French (or Spanish) Press," "Cross-Cultural Impressions," "French (Spanish or Mexican) Cooking," or modules dealing with selected French or Spanish literary readings have attracted much student interest. A flexible schedule permits students to enroll in several of these courses per semester either as electives or in addition to the regular intermediate program.[19] Robert C. Lafayette describes a range of minicourses in Volume 8 of the ACTFL Foreign Language Education Series.[20]

Use of Undergraduate Students as Drill Instructors

Several responding institutions utilize undergraduate students as instructional aides, drill masters, or apprentice teachers. Both Dartmouth and the University of Northern Iowa, for instance, have developed systems where undergraduates with some fluency in a foreign

language can participate actively in instruction of their peers. Dartmouth pays selected qualified undergraduates to serve as daily "apprentice teachers" in small-group drill instruction. The oral drill sessions are strictly coordinated with the large-group periods taught by master teachers. Students react positively to this peer-instruction. They feel less threatened by their peers and, undoubtedly, seeing in the apprentice teacher a living example that it is actually possible to master the language, has highly positive effects on their attitudes and willingness to invest large time blocks in language learning.

The University of Northern Iowa uses undergraduate teaching assistants as drill helpers during regular instructional periods and as tutors outside the classroom. Students are not paid for their services, but can earn extra credit for assisting instructors in conducting small-group drill sessions.

On a smaller scale, advanced undergraduate students give regular tutorial help in several institutions, either for pay or for "practicum" credit.

The Use of Media

A number of departments mentioned the use of media in language instruction as a factor of success in attracting students. The University of Oregon has been very successful with the Spanish film series Zarabanda in elementary instruction;[21] and Oregon State University has adapted both levels of the German Guten Tag series and makes the filmed program available to the community for off-campus

and continuing education credit in regular televised programs.[22] Luther College (Iowa) uses the computer for programmed exercises and testing.

Generally speaking, many departments report using a large variety of media in instruction, but completely mediated courses (i.e., courses totally based on CAI, videotape, film, tape, or media combinations without systematic group instruction) appear not to be as attractive as one could expect, as, once the newness wears off, many students become bored because of lack of group interaction. I have observed particularly well developed and integrated use of media in language instruction at Middlebury College and Tarrant County Community College. Many of the materials used are locally developed and are, unfortunately, not available commercially.

The language laboratory: Somewhat contrary to expectations, several institutions mentioned effective utilization of the language laboratory as a factor which has contributed to increased student interest. Of the schools I visited, Middlebury College, Pomona College, the University of Texas-El Paso, San Antonio College, and Tarrant County Community College made what I considered especially effective--and occasionally innovative--use of language laboratory facilities.

Having myself taught in several institutions where the language laboratory was on its way to joining the dinosaurs, I was especially interested in how the schools mentioned were not only able to retain the lab facilities as impressive (but empty) monuments to technology (to be shown to visitors on parents' day...) but were actually using the facilities regularly to offer adjunct learning experiences to conventional

instruction. Here are some points which language laboratory directors considered essential to effective utilization of the facilities.

1) All schools where the language lab was considered an effective (in terms of learning) and successful (in terms of student use) program component had a full-time person in charge who, with the aid of work-study assistants, operated the facilities. Occasionally, this staff offered a number of adjunct services to the department. For instance, they served as distribution center of all media hardware and software owned by the department; they duplicated tapes for individual students and faculty; they served as tutors for students seeking individual help; they managed the departmental resource library, administered tests, etc.

The assignment of one person in charge of the lab who considers managing those facilities as his or her primary function appears to be essential for effective utilization. Too often, attempts to have the facilities operated by teaching assistants, work-study students, or faculty members who have major classroom teaching responsibilities are doomed to failure.

While the person in charge of the laboratory does not necessarily need an extensive technical background or fluency in a foreign language (though it is obviously of great advantage if the director possesses knowledge and skills in both areas), he or she must have easy access to repair services either on or off campus.

Some departments have been successful in getting a lab director position funded through library or learning resource center budgets.

Others offer the laboratory facilities to the English, music, and other departments on a cost sharing basis.

2) Most schools where the laboratory is actively used have moved (or are planning to move) from a central console to individual cassette units which permit greater variety of programming and greater flexibility in use. Special cassettes permit recording of student responses while leaving the master program track unaltered.

3) For optimum effectiveness and use, the language lab should be open during regular times of instruction and also for periodic evening and week-end hours to accomodate working students.

4) While some of the departments which have an obligatory attendance policy keep track of students with a time clock or with individual student sign-in cards, this sytem of record keeping is cumbersome, time-consuming, and causes occasional resentment. In the opinion of the lab directors I met, the most effective and least resented system of enforcing language lab practice is the development of exercise sheets. These exercises are coordinated with each instructional unit and students are required to submit completed sheets to their instructors at periodic time intervals. Thus, work done in the language lab counts as part of the final grade. The exercises devised for the language lab can consist of dictations, multiple-choice listening comprehension exercises, sound differentiation exercises, questions and answers on recorded passages, written summaries(in English)of recorded dialogs or narratives, written translations of spoken words or sentences, or any other type of exercise that lends itself to administration by tape recorded materials.

Using exercise sheets instead of a time-clock to encourage laboratory use changes attendance from a time-oriented to a task-oriented requirement, one which is much less resented by students than an arbitrary number of hours or minutes imposed on all students, regardless of their individualized needs. Lab sheets do not require record keeping of student attendance, as the completed sheet handed to the lab attendant or instructor is proof of attendance. The major problem of such a system is, however, that few ready-made materials are commercially available and that instructors must develop their own exercises and recordings. Obviously, the usual fare of taped pattern drills available with textbooks does not facilitate this kind of use.

5) Laboratory assignments must be coordinated with classroom instruction. If students see their work as unrelated or unrewarded (in terms of grades) in the course, motivation to use the lab becomes a problem. Exercises practiced in the language laboratory (e.g., dictations or listening comprehension exercises) can be systematically incorporated on classroom quizzes and examinations.

6) Language laboratory directors must keep themselves informed on foreign language related uses of their domain (e.g., the NALLD Journal is a good source) and suggest and encourage various uses to faculty members because, unfortunately, regardless of how up-to-date and well administered the facilities, the individual instructor still determines use of the laboratory by convincing the students of its value and by utilizing it where it can serve most effectively.

6. Out-of-Class Activities

This section does not refer to the occasional extra-curricular activities whose importance for enrichment, community involvement, and publicity value will be touched upon later in this report. Rather, I am referring here to regularly available curricular components (for credit or non-credit) which offer students an opportunity to use their language skills outside the classroom in real-life settings, such as internships, residential language houses, or community outreach programs. At several institutions visited, such components were mentioned as being very beneficial to program visibility and to creating student interest in foreign language study.

Those schools fortunate enough to have "language houses" have, of course, an optimal setting for involving students in real communicative language use and in language and culture-related activities. A rather unique facility is the Oldenborg Center for Modern Languages and International Relations at Pomona College. The Center serves as residential facility for students in five languages (Chinese, French, German, Russian, and Spanish), housed in different parts of the building, and supervised by native language residents. All rooms have access to the "Voice of Oldenborg," taped programs in the five languages which are prepared weekly by the residents. In addition to its residential function, Oldenborg Center offers a large range of activities to the total campus and to the Claremont community. For instance, daily at lunch time, conversation groups meet in twenty

different languages. Many center residents and other interested students and faculty from the five-college consortium at Claremont take advantage of this opportunity to practice their conversation skills. In addition to the "conversation tables," the center offers a wide variety of formal and informal activities relating to international and intercultural issues, including films, lectures, discussions, conferences, ethnic dinners, an international carnival and other student-planned and directed activities. Students, whether residing at Oldenborg Center or not, can earn academic credit for participating in the conversation groups and other activities sponsored by the center.

Of special interest here is that a large percentage of Oldenborg residents are not foreign language majors, but want to develop or maintain fluency in a foreign language while majoring in other disciplines.[23]

Although I did not personally visit the "Residential College" at the University of Michigan, the French House, which is a part of that experimental program, appears to fulfill functions similar to those of the Oldenborg Center at Pomona. But, the Michigan program is not multinational in scope; it offers courses and activities dealing with French language and culture only. One underlying concept of the Residential College is that students live and are taught in the same facilities. While the College offers no foreign language major as such, students must show proficiency by passing either an upper level seminar or an interdisciplinary course actually taught

in a language other than English. The French House at the University of Michigan offers a range of courses and opportunities for interaction with professors and speakers of French and has been mentioned as a contributing factor to program popularity.

The University of Southern California (USC) has developed a community service and outreach program called JEP (Joint Educational Project) where students can earn partial course credit for participating in weekly field assignments which are an integral part of some regular college courses. Although JEP involves students in many fields, due to the large number of Spanish speakers in the Los Angeles community, the program is particularly popular with students of Spanish who take advantage of the opportunity to practice their language skills with native Spanish speakers in bilingual schools. JEP Spanish students have:

-- served as bilingual aides to school nurses;
-- taught mini-courses in consumer education for Spanish-speaking parents;
-- taught mini-courses in dental hygiene to elementary school children;
-- served as aides to teachers in ESL adult education courses and to teachers in bilingual elementary and junior high school programs;
-- become "pals" to young students with special needs;
-- tutored individual youngsters with learning difficulties.

Spanish is not the only language department participating in JEP. Classics students have taught mini-courses on "Word Power" (Greek and Latin roots of words), and mini-courses on Japanese heritage and the cultural background of other peoples are occasionally given on the high school level.

Students spend from one to eight hours a week in the public schools or other public agencies. They are supervised and given help with planning their projects by their own college instructors, a community school teacher, or other resource person.

According to JEP administrators, major benefits of the JEP experience to university students are that they can "draw on materials and methodologies from their own courses and learn a subject through teaching it. In trying to make it interesting to younger students they gain a greater understanding of its relevance to themselves. The process of planning and working together helps reinforce learning for mini-course team members. It also provides an easy way to create small groupings of learners out of even the largest lecture class."[24]

JEP has become an integral and popular component of many undergraduate Spanish courses. Participation is optional. Multi-section courses have JEP and non-JEP sections, where students opt for or against a field experience. Even if no JEP sections are available, students can participate in JEP in lieu of some other class requirement.

USC, located in a vast urban community with a large population of Spanish speakers and large groups of ethnic minorities offers, of course, an ideal setting for a community involvement program such as JEP. However, with some adaptation and imagination the concept can also be utilized, though maybe on a smaller scale, by other foreign language departments.

7. Recruiting, Publicizing, Advising

If the past several years of falling enrollments have taught us a lesson, it is that Madison Avenue techniques are not just useful for selling consumable goods, but can also be used to attract students to the market of academic offerings. Practically all chairpersons to whom I spoke mentioned the importantance of departmental visibility, of active recruiting of students, of better communications with students, advisors, colleagues in other fields, administrators, and, of course, the public in general. Some exemplary programs in the conscious and systematic use of "publicity techniques" include Slippery Rock State College [25] and Washington State University.

Some departments have developed attractive program brochures for undergraduates which explain the reasons and advantages of foreign language study and describe curricular offerings and how they might fit into a student's program. Such a brochure is sent to all incoming freshmen at Washington State University, for example. The same institution conducts career colloquia, inviting students in all fields to explain the values of knowing a foreign languages for various professions and how language study can be combed with other major fields of study. Some departments provide students with detailed course descriptions, listing content, objectives, instructional materials, assignments, and evaluation methods. These descriptions can also serve as information source for undergraduate advisors and area high school teachers, making them aware of the range of offerings and expectations.

Very few departments seem to make any systematic effort to inform area high school teachers of placement criteria and procedures. A notable exception which has come to my attention is an effort by the Texas AATG chapter (North Central Council: Dallas-Ft. Worth area). This organization has established a committee of high school and university foreign language teachers for the purpose of coordinating a placement test which is currently being used by several area universities.[26]

Departmental visibility means essentially advertising and publicizing our offerings, efforts, and accomplishments. Often, a major reason for low enrollment in a special course or newly developed option is that the course has not been sufficiently brought to the attention of those people who could optimally benefit from the option. Departmental visibility involves also conducting informational meetings for advisors, where an attempt is made to relate foreign language study to the rest of the curriculum. Such gatherings provide advisors a chance to find out program objectives, course requirements, and to note a profile description of the type of student who can benefit most from a foreign language experience.

Public relations means news releases on the activities of the faculty and the department in general; it means sponsoring lectures, films, festivals, fairs, summer or week-end immersion camps, theater performances, soirées for folkdancing, singing, ethnic cooking, informal evening discussions--and inviting the public to these events; it means obtaining and utilizing a share of program time on university radio and television stations; it means offering area high schools, social or

professional organizations a slate of departmental members who are willing to speak about foreign language or culture-related topics of general interest, or who will show film or slide presentations on some aspect(s) of a country; it means making translation services available to the community. In short, as one chairperson summarized it: "We all have to become hustlers." Or, in the words of another: "We have to proselytize foreign languages with a missionary zeal."

V. DESCRIPTION OF SELECTED PROGRAMS:

FOUR-YEAR INSTITUTIONS

-- Dartmouth College, Departments of French, German, and Russian

-- Middlebury College, Language Schools

-- The Ohio State University, Department of Classics

-- State University of New York - College at Buffalo,
Foreign Language Department

-- Washington State University, Department of Foreign Languages
and Literatures

DARTMOUTH COLLEGE: DEPARTMENTS OF ROMANCE LANGUAGES, GERMAN AND RUSSIAN

Arriving at Dartmouth College, I was greeted rather unceremoniously by a gentleman completing a change of clothes from 18th century costume back to 20th century attire after having taught a drama class. I met Professor John Rassias, the originator of the Dartmouth Intensive Language Model, while he was simultaneously trying to tie his shoes, button his shirt, answer the telephone, and give instructions to a waiting student. A man of rare personal warmth, strong convictions, and a seemingly unlimited supply of energy, Professor Rassias believes that 90% of instructional success is determined by instructor enthusiasm and he appears to live and teach accordingly. Due, in part, to Professor Rassias' efforts, the modern foreign language programs at Dartmouth College have recently gained national attention[27] for their innovative teaching methodology and success in developing second language proficiency after a relatively short amount of time. The Romance Language Department (offering French, Italian, and Spanish majors) has had the most phenomenal success. The department compares with the English Department in both size of faculty (30) and number of students enrolled. French is the largest section with approximately one half of the 4000 students enrolled at Dartmouth taking French courses during their college career.

Dartmouth College is a small (c.4000) students, private, co-educational (since 1972) liberal arts college in rural New Hampshire. While it offers

a number of graduate programs in several disciplines, foreign languages are taught only on the undergraduate level. Dartmouth provides a uniquely supportive setting and motivation for foreign language study. It has a strong commitment to a liberal education; selective admission; a residential campus conducive to flexible scheduling patterns and experimental innovation; a student body which comes from predominantly upper-middle class backgrounds and whose majority participates in programs abroad; a one year (three terms) foreign language requirement for all students, as well as a four-course humanities distributive requirement which can be satisifed in a foreign language. But these external factors alone cannot explain the impressive growth during the period investigated. For instance, French increased 140 students (36%) between fall 1972 and fall 1976; Italian increased by 50 students (new program); Spanish increased 50 (50%); German increased by 113 students (66%)--all compared to an institutional enrollment growth of about 25%. Annual enrollment figures compare more favorably yet. Only Russian showed a decline for the period investigated. However, it doubled its number of majors. (The decline in Russian enrollments might in part be due to the two years of preparatory study required before a student can go abroad. The other languages require only one or two terms of preliminary study.)

The individuals I talked to agreed almost unanimously that three factors accounted for the success and popularity of the departments visited: 1) a superior staff with high scholarly and teaching ability; 2) the Dartmouth Intensive Model (the only instructional option available for elementary language study) and 3) the many opportunities for language study abroad.

The Dartmouth Intensive Model

The two-term intensive sequence requires approximately 2½ hours of instruction daily, five days per week, for the ten week terms. Students

meet for one fifty-minute class period in a conventionally-sized group of up to 25 students with a Master Teacher, a regular faculty member. In addition, they meet for one period in small groups of between five and ten students with an Apprentice Teacher (A.T.), a specially trained undergraduate student with adequate fluency in the language, who serves as drill instructor. An additional half hour's work is required for independent study in the language laboratory.

Scheduling

Scheduling problems which such an extended time block might cause are to a large extent overcome by offering the drill sections during times when few or no other classes are in session, for instance at eight o'clock in the morning, noon, or five in the afternoon. As Dartmouth is predominantly a residential campus with relatively few students employed outside the institution, most students are able to fit one of these periods into their schedule. The Master Teachers' classes are offered throughout the day in the regular course plan; and laboratory practice is, of course, flexible at the student's convenience.

The Master Teachers' classes provide the nucleus for the intensive model. Here, new vocabulary is presented, dialogues are introduced, grammatical and phonological features are explained and insights into the target culture provided. The Master Teachers I observed differed in methodological approaches according to language and personality. French tends toward the exclusive use of the language in instruction, while German and Russian make more frequent use of English in the classroom. Some instructors tend toward an audio-lingual orientation, others use a more direct methodology, and some are quite traditional, relying more heavily on grammar explanation and translation.

The Drill Sessions

The unifying feature of the intensive model and, in my opinion, most innovative aspect of the Dartmouth Model are the daily intensive drill sessions conducted by Apprentice Teachers. These AT's are undergraduate students, selected at the beginning of each term after a three-day training workshop on the basis of their vitality, pronunciation and general language competence, enthusiasm, and demonstration of their ability as drill masters. Competition for these AT-ships is keen. (In French, for instance, up to four students compete for each available position.) Occasionally, students "try out" several times before they are finally accepted. Students do not need to be language majors. In fact, more than half the AT's I talked to were majoring in other disciplines, among them history, government, geography, English and Economics.

The sole function of the AT's is conducting highly structured, strictly audiolingual pattern drills to practice pronunciation with dialog recitation and grammatical patterns with substitution, transformation and completion drills. AT's are discouraged from making grammatical explanations, giving extensive translations, or from using English during the drill sessions.

The AT's are trained to use a lively, rapid-fire drill method, keeping students' attention by constantly moving among them, by rhythmic finger snapping, pointing to one student to respond while keeping eye contact with another student, etc. Correct student responses are rewarded by prolific praise, ranging from happy smiles and pieces of candy to verbal and physical "pats on the back." (One "slow learner," after several wrong attempts, received a kiss from an apparently elated drill master when he finally completed his task correctly.) Incorrect responses earn frowns,

oral reprimands, threatening gestures, and the tenacious attention of the AI until the error is corrected. (Immediate error correction is an important feature of the method.)

After being quite intimidated and frustrated by an enthusiastic Russian AI who included me in drill practice while I attended the drill session as an observer (I must admit, neither cajoling nor threats got the correct response...) I expected to hear some negative reaction from students to the histrionics of the AI's, the intense pressure to perform, the feeling of constantly being "on the spot," and to the often exclusively mechanical practice of language patterns. But not one student among the many I talked to (including entire classes without the presence of an instructor) reacted negatively to the procedures. While some students admitted that the drills were often purely mechanical in nature and the actual meaning of what was being said and practiced was not always clear, they saw it nevertheless, as a necessary component of language instruction. Students reacted especially positively to the error correction and the small group size of the drill sessions which forces every student to participate actively, and gives each student extensive opportunities for individual response. Incidentally, a number of students mentioned that they were studying a second foreign language because of the positive experience with prior intensive study of another language. (The Hawthorne effect probably accounts to some extent for the unquestioningly positive attitudes of the student body. Most students are quite aware of the national attention the foreign language programs at Dartmouth have received and are used to frequent visitors and observers to their classes.)

The use of undergraduate AI's is the departments' best advertisement and doubtless has a positive psychological effect on elementary language students. Often these AI's are only one year ahead of the students they

drill and can relate in a relaxed and unthreatening manner to their peers. But more importantly, the A.T.'s excellent language fluency and pronunciation serves as encouragement to the students who see how little time separates them from the painful beginnings and the impressive proficiency of the drill instructors. As already mentioned, A.T.-ships are highly coveted positions, partly because they provide some financial remuneration (A.T.'s get paid $2.65 an hour for three hours a teaching day--one hour for the actual classroom contact and two hours for preparation time), partly because the assignment provides the opportunity to use their language skills and gives valuable experience in teaching techniques and in relating to students. Some openly admitted that serving as A.T.'s gave them prestige and ego support from the peers they were teaching.

A.T. Training and Supervision

There are no set course prerequisites for students competing for A.T.-ships In practice, however, all A.T.'s interviewed had spent a minimum of one term in the target language country. Because of the popularity of the A.T. positions, departments have established a rule that A.T.'s cannot serve as drill masters for more than two terms. In addition to this limitation, each prospective drill master must repeat the training workshop and compete for the position at the beginning of each quarter he/she wishes to serve, regardless of whether he/she has had prior experience.

While the initial training of A.T.'s is handled jointly for all languages at the beginning of each term, A.T. supervision during the term falls to the Master Teachers to whom the A.T.'s are assigned. In each language A.T.'s have a joint weekly planning session. Also, Master and Apprentice Teachers work closely together in weekly meetings and A.T.'s are periodically observed

and evaluated throughout the term by a number of different Master Teachers. Several professors mentioned the crucial importance of guidance and close supervision of the A.T.'s.

Attendance at language laboratory sessions is less rigorously enforced and less popular among students than attendance at drill sessions. Student resistance is due to the already familiar complaints of inadequate or insufficient materials, inadequate pacing, lack of reinforcement, poor sound quality, and boredom in dealing with a machine. Essentially, the language laboratory and the A.T.-conducted drill periods have the same function and theoretically, at least, the lab could fulfill the task of drilling students. In practice, however, it is the interaction with a lively, enthusiastic, and concerned human prompter which greatly enhances the appeal and success of the drill session. (It should be mentioned that, in order to overcome some of the shortcomings of the laboratory setting, Professor Rassias is currently developing a set of video-lab tapes which present a filmed version of a drill session in action. These videotapes attempt to enlist the active involvement of the viewer by soliciting a response each time the drill master on television points to an empty chair among the students he is working with in the film.)

Materials

Only French uses a set of specially developed instructional materials (John A. Rassias, Français: Départ - Arrivée, New York: Harper & Row, expected fall 1978). All other languages have adapted commercially available textbooks and accompanying tape series for use in the Intensive Model. Satisfaction with materials is far from unanimous among instructors. As can be expected, much effort needs to go into preparing supplementary exercise and drill materials.

Upper Level Undergraduate Instruction

Upper level foreign language programs at Dartmouth provide relatively traditional offerings consisting predominantly of literature and some culture and civilization courses as well as literature and culture courses in translation. Interest in upper-level work is quite strong and has increased in recent years, as many students who return from an experience abroad wish to maintain their language skills and deepen their understanding of the culture they have experienced first hand. The A.T. system, of course, also serves as a means of maintaining interest of students returning from study abroad. However, similar to several other departments which have flourishing study abroad programs, chairpersons at Dartmouth expressed the difficulty of offering course work on a level and breadth which utilizes the knowledge students have acquired abroad.

As mentioned already, the number of majors in French has practically doubled between 1972 and 1976 (from 16 to 31 per class). Russian also shows an increase (from 7 to 15) over the same time period. Spanish increased its majors from six to ten. Only German shows a decline in majors (from 9 in 1972 to 5 in 1976). As appears to be the trend elsewhere, a larger number of students than in the past complete double-majors or "modified majors" (an individually designed combination of a set number of courses in a foreign language and a supportive discipline lending itself to an interdisciplinary focus).

Study Abroad

A strong factor contributing to the success of the language departments are the programs offering study abroad. Many students opt to complete their language requirement by spending at least one term in a foreign country after initial language study at Dartmouth. Before students can participate in a program in a country speaking a Romance Language they must take a

minimum of one term of French, Spanish, or Italian. German requires two terms of prior language study and Russian requires six terms before a student can study abroad. In the case of Russian, this extensive pre-requisite preparation is believed to discourage some students from studying the language. However, experience at Dartmouth and elsewhere has indicated a minimum of two years of preliminary language study before a student can function effectively in the Soviet Union. Despite this heavy prerequisite, at least half of the two dozen Dartmouth students who study at the University of Leningrad each summer are non-majors.

Dartmouth offers several types of overseas experiences:

-- Language Study Abroad in Canada, France, Germany, Italy, Mexico and Spain;

-- Foreign Study in Austria, Central America (Costa Rica and Panama), England, France, Germany, Greece, Mexico, Italy, Russia, Scotland, Spain, and Sweden. These Foreign Study programs are jointly sponsored by the various language departments and by Music, Earth Sciences, Biology, Religion, English, Philosophy, and Geography;

-- Independent Study Programs in Romania

-- Exchange Programs with German Universities and with Keio University in Japan

Obviously, the availability of these programs provides a motivational impetus for foreign language study not present in many other institutions. From an informal survey I found that more than 50% of students in an elementary German course either had been or were planning to study in a German-speaking country. The knowledge of needing the language as a means of survival within the next year is certainly a factor which highly contributes toward the motivation for language study.

The study abroad component also affects the availability of proficient undergraduate A.T.'s. Few undergraduates without an experience abroad would be able to display the fluency and mastery of the language demonstrated by Dartmouth A.T.'s.

Department chairpersons at Dartmouth emphasized the importance of a total departmental commitment toward lower level instruction. No division of assignment is made between junior or senior faculty. Everyone shares in lower level language instruction and the assignments to supervise and direct programs abroad are on a rotating basis. All staff interviewed agreed that the success of the program is based on concentrated efforts on the part of each individual faculty member, including frequent willingness to carry an overload.

Because of the special setting and educational purposes of Dartmouth College, the temptation arises to discount the Dartmouth experience as non-generalizable to other institutions. True, student motivation toward language study is probably higher than at many other institutions because of family background, educational aims, and the likelihood of being able to use the language in a study abroad setting. However, the success at Dartmouth in terms of student achievement as well as in terms of program attractiveness to students is based on certain principles which apply to all foreign language instruction and which should not be ignored:

--Extended daily exposure to the language. Common sense tells us the more time one spends in learning a task, the quicker one masters it. (While comparative test scores are not systematically collected, student proficiency after only one term of study appears

to be quite high.)

-- Daily small-group drill periods where students intensively practive vocabulary and grammatical patterns to which they have been introduced during regular instruction; these small group sessions permit high frequency individual responses (faculty estimated that each student responds an average of 65 times an hour).

-- High emphasis on oral work to meet the largely oral communicative objectives of the course and prepare students for oral interaction in the target language country.

-- The use of undergraduate peers as drill masters to practice the language in a non-threatening setting and to demonstrate to students through the example of the drill instructor that the rewards of language study are not as remote as might appear initially.

-- Lively, energetic, enthusiastic, fast moving para-professionals providing intense interpersonal contact and displaying human concern, humor, and intense preoccupation with student success in mastering the language tasks practiced. (Observers of drill sessions occasionally react negatively to the theatrics of A.T.'s. While pivoting, rhythmic finger snapping, expansive gestures, climbing on furniture, etc. are probably not essential to the success of the drill sessions, a certain "choreography" is necessary to keep a fast-moving rhythm, in order to maintain student interest and participation, and to avoid the boredom inherent in long periods of manipulative language practice. Also, A.T.'s need to be given some specific techniques and methodological guidelines to set the pace, convey enthusiasm, and maintain the high frequency interaction crucial to the success of the drill sessions.

Schools providing fewer opportunities to study abroad, or schools with a student body financially less privileged, might not have a large pool of capable students to serve as A.T.'s. However, as the small-group intensive drill sessions are predominantly manipulative and do not require flawless fluency on the part of the A.T., some additional training and intensive language preparation before each drill session could prepare advanced undergraduate language students at other institutions for this assignment. Also, graduate students and non-professional native speakers from the community could be recruited for the drill assignment.

The Dartmouth Model is rather expensive because of large-scale use of paid A.T.'s (Incidentally, the Exxon foundation has absorbed most of the A.T. cost through a grant and is considering applications by other institutions for funds to develop similar programs.) The cost factor in utilizing A.T.'s does not need to be prohibitive. Instead of monetary rewards, students could be given academic credit for their service. In the case of departments preparing foreign language teachers, the A.T.-ships could serve as a very valuable internship which could become a program requirement for teacher preparation.

As already mentioned, scheduling an extensive time block can be facilitated by offering the drill sessions at less popular teaching periods or during periods where no formal classes are offered. Even at predominantly nonresidential campuses and at institutions with a large percentage of working students such scheduling would be possible.

For more information on the Dartmouth Intensive Language Model including a film developed with a grant from the Exxon Foundation, contact:

Professor John A. Rassias
Department of Romance Languages and Literature
Dartmouth College
Hanover, New Hampshire 03755 95

For general program information and the application of the Intensive Language Model to the various languages contact:

Professor David Sices, Chairman
Department of Romance Languages and Literatures
Dartmouth College
Hanover, New Hampshire 03755

Professor Steven P. Scher, Chairman
Department of German
Dartmouth College
Hanover, New Hampshrie 03755

Professor Richard R. Sheldon, Chairman
Department of Russian Language and Literature
Dartmouth College
Hanover, New Hampshire 03755

THE MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

Any visitors who get lost on the Middlebury campus during the summer should look for middle-aged individuals to ask for directions. While this is no guarantee that they will find a sympathetic soul who will aim them in the right direction (Middlebury summer students come in all age categories), the chances of finding someone willing to use his or her mother tongue are greater. To illustrate the frustration (or delight, if one happens to understand...) this situation can cause: I was looking for a particular Russian class for which my schedule indicated the building but not the room number. After asking a young man for help in English I was returned a stream of "gibberish" of which only the initial da was comprehensible. I indicated that, unfortunately, I did not speak Russian and could he please direct me in a common medium to where I wanted to go. Again I received a lengthy incomprehensible exposé (this time very slowly and with much gesticulation), whereupon I took the young man's arm and threatened to hang on until he got me to the desired location. He then silently walked me up four flights of stairs and delivered me to my destination, again with much "gibberish" to the instructor and to the general amusement of the class.

I am sure not every Middlebury student takes the language pledge as seriously as the young man in question, but the incident gives some indication of the motivation and commitment many bring to their summer study.

The renowned summer language program at Middlebury College forms a special category among the programs visited. One of the reasons which brought me to the campus was my curiosity caused by the discrepancy between a growing summer program and a regular academic-year program which appeared to suffer from some of the same pains as foreign language departments elsewhere, at least as far as enrollments are concerned. However, I found that the regular academic year and the summer school are quasi independent (though apparently well articulated) and that success in one program (in terms of attracting student interest) does not necessarily assure success in the other, as the two programsfunction under quite different constraints.

Before 1973, Middlebury had established its reputation mainly for its graduate programs (M.A. and D.M.L.)in modern foreign languages and teacher training. The undergraduate summer program in the western languages is only five years old. (Chinese has been taught since 1966 and Japanese since 1970.) From an enrollment of 290 students in undergraduate summer programs in 1973, numbers have climbed to 400 in 1977. At present, Chinese, French, German, Italian, Japanese, Spanish, and Russian can be studied on the lower levels and plans are underway to add Arabic.

The undergraduate summer program is an intensive immersion program of seven weeks duration (nine weeks for Russian and East Asian languages) requiring daily a minimum of four hours of class contact, plus practice in the laboratory, for six hours course credit (ten hours for Chinese, Japanese, and Russian). In addition to the regularly scheduled class time, Middlebury students have practically unlimited opportunity to hear and speak their selected language out of class in language-specific dormitories and dining rooms, and at formal and informal gatherings offering films, concerts, recitals, lectures, slide presentations, poetry readings, theater performances,

discussions, sing-alongs, picnics, sports competitions and more. As the graduate and undergraduate courses run simultaneously, a large number of fluent speakers of the various languages is available.

A unique feature of the program is the Middlebury language pledge, requiring students to sign a promise to use the language studied exclusively on campus. As already indicated, according to my observation the pledge is taken rather seriously.

Instruction is almost totally in the foreign language. Only in Russian and in the East Asian languages did I hear an occasional English explanation or translation in elementary classes.

Program Structure

The undergraduate program structure and enrollment patterns differ to some extent from language to language. While Chinese, German, Italian, Japanese, and Russian have relatively large elementary enrollments, French and Spanish have larger enrollments on the intermediate and third-year levels. (Fourth-year undergraduate language instruction will be added only in 1978.) For the sake of efficiency I will limit my curricular description to a general one.

The methodology used by the various languages is quite eclectic. Apart from the exclusive use of the target language as medium of instruction, instructors are free to follow their own methodological inclinations, ranging from a modified audio-lingual (depending heavily on pattern drills) to a direct (inductive question-answer technique) or analytical, cognitive, grammar-oriented approach. In Italian and German lower-level classes I

observed heavy use of visual materials. Italian uses the Didier Audio-Visual Method and Parola e Pensiero. Especially noteworthy is a set of German TV commercials, accompanied by written texts and exercises developed by Middlebury faculty. These authentic videotapes appear quite effective in holding student interest. Unfortunately, because of copyright laws, the materials cannot yet be made available commercially.

A student's daily schedule generally consists of four hours of classroom instruction and one hour of language lab practice. Classroom work includes large-group grammar explications, presentation of audio-visual materials, discussion of reading assignments, and small group drill and communication practice. Instructors and classrooms change every hour to avoid monotony and boredom and to expose students to different idiolects.

Bi-weekly quizzes are corrected and returned on the day of administration (some instructors team up in correcting them while others continue teaching). In addition to frequent short quizzes students are given a final comprehensive examination. Some of the languages also administer an appropriate form of the MLA Cooperative Foreign Language and/or CLEP Tests as pre- and post-tests to compare student performance with national norms. Middlebury students place very highly on all parts of the four-skill tests.

The intermediate level includes a comprehensive grammar review and stresses composition and conversation. In German, students can choose two minicourses (or modules) according to their linguistic abilities and individual interests during each half of the summer term. Options include reading selections

from various authors, readings from the press (journalistic writings), readings from the humanities or social sciences, or readings dealing with cultural aspects of German-speaking countries. Students can also work on translation skills.

The third year program follows a pattern similar to the intermediate program, but students have a wider selection of individual interest options. Options during the 1977 summer included a workshop on "The Art of Cabaret," a translation workshop, and modules on "Perspectives on Modern Germany" and "Advanced Readings: Selections from G. Grass and Th. Mann." Students working on the same module are given opportunities to interact in small groups. (For a more detailed description of the German program see Gerd K. Schneider, "Final Report on the Undergraduate Language Program at Middlebury College. Summer 1975," ERIC/CLL. ED 116 464; "Final Report .... Summer 1976," ERIC/CLL. ED 134 030; "A Model for a Successful Summer Foreign Language Program in German," ADFL Bulletin, 8, iv [May 1977] pp. 27-29.)

What factors then are the "key" to Middlebury's success in terms of attracting students to its summer language schools and in terms of student achievement? Administrators, staff, and students I talked to mentioned a number of contributing factors and all pointed to the somewhat unique purpose, setting, and constraints of the summer language schools:

-- An outstanding team of instructors with a wide range of personalities and teaching styles works closely together in daily planning and implementation. A major factor of success in the eyes of program administrators is the flexibility in staffing. The summer language schools use largely non-tenured faculty from a number of institutions nation-wide as well as from abroad. This practice permits year-to-year curricular changes and the

offering of new and unique courses by hiring specialists in fields where need is most acute. In other words, program offerings are not limited to the specialties and interests of resident faculty, but can draw on national and international expertise.

-- The student body is highly motivated. Some have concrete plans to spend time in the country whose language they are learning; others hope to relate language skills to specific career goals ranging from archeology and art history to comparative literature, international law and business, medicine, music, political science, or psychology; still others hope to fulfill a language requirement at their home institutions without making the usual time commitment of between two and four semesters. Many students come from prestigious private or state institutions and are accustomed to rigorous work and high expectations. Some of the students have already graduated and are established in various careers.

-- The intensive exposure (up to five hours of formal instruction per day, as well as the many opportunities for extra-curricular activities conducted in the language) and the language pledge provide a setting for total linguistic immersion. This factor surely contributes to the high percentile ranking achieved by Middlebury summer students on the MLA Cooperative and CLEP tests. While students receive only six hours of academic credit (ten hours for Chinese, Japanese, and Russian) for their summer work, the number of contact hours with the language is enormous when compared with contact hours in a traditional foreign language program.

-- A high student faculty ratio facilitates small group instruction and interaction and permits much individual attention. (For instance,

total undergraduate enrollment in German in the summer of 1977 was 79: 32 in first year; 25 in second year; and 22 in third year. The full-time undergraduate faculty numbered seven, plus two part- time and several guest lecturers.)

-- The faculty lives on campus in the same dormitories as the students. This proximity provides literally around-the-clock opportunities for formal and informal contact. Faculty members regularly take all meals with the students in language-specific dining rooms and participate in the same out-of-class activities as the students do, from playing soccer, volleyball, and tennis to participating in meditation exercises.

-- Weekly program evaluation sessions by students make staff aware of problems as they arise and permit changes and adaptations throughout the term.

-- The long history (starting in 1915 with the German School) and outstanding reputation of the Middlebury graduate summer programs attracts many students from all parts of the country. Several students mentioned that they selected Middlebury because of the experiences and recommendations of friends who had participated in the language schools previously.

-- The number of graduate students enrolled in the graduate summer programs provides willing helpers and " conversers."

-- The Middlebury setting, a lovely, small-town campus which is only utilized by the language schools during the summer contributes to the success by permitting the isolation necessary for linguistic immersion.

The Academic-Year Program

The academic-year program at Middlebury College is a relatively traditional language-literature-civilization oriented one. However, the undergraduate lower division language courses are still taught semi-intensively, requiring generally six contact hours per week (three large-group lectures and three small-group practice sessions plus lab work) for three hours of academic course credit.

Middlebury is moving in the direction of offering "extended majors," where foreign languages are studied as supportive skills to various disciplines. Such an "extended major" can be acquired by participating in the junior year abroad in any of the five affiliated Schools Abroad located in Florence, Madrid, Mainz, Moscow, and Paris. Study abroad is an integral component of the Middlebury curriculum and a large percentage of students from all fields of study participates. The challenge faced by foreign language departments at Middlebury and other institutions with well developed and heavily subscribed study programs abroad is to develop courses and options which attract students returning to campus from an extended stay in another country.

For more information contact:

Professor Roger M. Peel
Director of the Language Schools
Middlebury College
Middlebury, Vermont 05753

THE OHIO STATE UNIVERSITY: DEPARTMENT OF CLASSICS

The Department of Classics at the Ohio State University (OSU) has had an appreciable enrollment increase in its Latin and Classics programs in the recent past. Only Greek has shown a decline. Annual enrollments in Latin courses increased 66% (385 students) between 1974 and 1976; in Classics courses enrollments increased 28% (905 students) for the same period. The overall undergraduate institutional growth for these years has been 6 % (2147students).

The department offers five areas of concentration for majors: 1) Classical Humanities: (Greek and Latin classical works in translation) 2) Greek; 3) Latin; 4) Greek and Latin; and 5) Classical Languages and Ancient History, offered in cooperation with the Department of History. The teaching staff consists of 14 full-time faculty (two more positions than in 1972) and 25 graduate teaching assistants.

OSU has a 20 quarter-hour (four quarters) language requirement for students in the combined colleges of the Arts and Sciences, affecting approximately 40% of the total undergraduate enrollment. The requirement has not been modified in the recent past. As it can be satisfied by language courses in any of the languages offered at OSU, it is in itself no major reason for the large enrollment increases in the Classics Department.

Several reasons were cited for having contributed to the department's impressive growth. Repeated mention was made of a renewed interest in Latin and classical antiquity--apparently a national phenomenon noted by several other Classics departments participating in the study. The acting Chairman, Professor Charles Babcock, credited an outstanding and committed

teaching staff which is active in course development and willing to try innovative approaches. Three programs in particular were mentioned for having had a positive effect on enrollment trends:

1) the development of an individualized (self-paced) study option for the first three courses in the elementary Latin sequence (Latin 101, 102, and 103);

2) the addition to the curriculum of a multi-media (slide-tape), partially audio-tutorial Mythology course;

3) a computer-assisted course in medical terminology.

The Individualized Latin Option

In 1975 OSU implemented a self-paced Latin option for a three-course Latin sequence. Student response, as reflected in enrollment figures and decreased attrition rates between courses, has been very favorable. The individualized option uses essentially the same materials as the traditional classroom option: Cambridge Latin Course, Cambridge University Press, 1975 together with Elementary Latin: A Self-Paced Course, developed by Dennis M. Kratz, Douglas N. Lacey, and Judith D. Lawson on the staff of OSU. Students are able to switch from the individualized option to the traditional option and vice versa at various points during the quarter. (Quite a few students make the change each quarter, predominantly from traditional classroom to the individualized option.) The individualized option differs from the traditional option in three respects: 1) self pacing, 2) the expectation of an 80% mastery level for passing, and 3) the availability of variable credit. These

three components will be discussed in some more detail below.

1. Self-pacing

The individualized Latin option is essentially a self-paced independent study program in that it enables students to work where, when, and as much (or as little) as they please. During the first two weeks of the quarter students registered for the individualized option meet as a class. Here they have explained the procedures and constraints of the course, are familiarized with the materials and facilities, and are guided through the first learning module as a group. After this initiation, students make use of the Latin Individualized Learning Center (a large resource room with attached testing facilities) at their convenience. This study center is open during regular university hours and (depending on the time of the day) is operated continuously by up to three staff members. Duties are shared by graduate teaching assistants and regular faculty who provide individual help, answer student queries, and administer, supervise, and correct unit tests. Essentially the students work independently or with a partner through the instructional materials provided. These materials give step-by-step guidance for activities and exercises to be completed for each unit. Students come to the study/testing center whenever they want a worksheet corrected, when they have questions, or when they feel they have mastered the materials and are ready to take a unit test. All testing is done in the Latin Individualized Learning Center. Tests are immediately corrected by a staff member and students receive instant feedback on their performance, discuss their errors, and are given suggestions

for dealing with remaining difficulties.

2. Mastery Testing

Students opting for the individualized Latin course have to pass each unit exam at an 80% or higher mastery level before they can receive credit for a unit and continue to the next. Those students not able to earn a minimum score of 80% on the first try may re-take a form of the unit test as often as necessary until they reach the required mastery. In essence, therefore, the conventional A to F grading scale becomes an A - B scale, as achievement below the B - level (80%) is disregarded and does not appear on the student's record. There is, of course, a failing grade, but it is reserved only for those students who make no provision to fulfill or re-adjust their contractual obligation for a set number of credit hours.

3. Variable Credit

As the individualized option is fully self-paced, students can adjust the number of credit hours they commit themselves to during any one quarter. Each unit of the instructional materials carries one quarter hour of academic credit which the student receives only after passsing a final unit exam with a score equivalent to 80% or above. Initially, all students register for five quarter hours, but during the seventh week of the term students review their progress with an adviser and can adjust their credits if they have either over-or underestimated the amount of time it takes to reach mastery level. Students then sign a Credit Contract, committing themselves to a set number of units to be completed during the quarter.

This variable credit arrangement permits a student to earn up to 15 hours of credit during a quarter. If the contracted number of credits is not completed, the student receives an incomplete for the unfinished units and is given six weeks to complete them. If this deadline is not met, the student will receive a failing grade for those units he contracted but did not complete at an 80% mastery level.

While the "individualized instruction wave" which seemed to sweep the nation's college campuses during the early 70s appears to have slowed down, and many departments which experimented with individualized instruction report a return to a traditional classroom approach, the Classics Department at OSU seems to have overcome many of the limiting constraints which caused failure of individualized programs at other institutions. Based on the apparently successful experiment with Latin courses, five modern foreign languages at OSU (Arabic, French, German, Russian, and Spanish) are at present in the process of developing and implementing individualized elementary options with the support of a grant by the National Endowment for the Humanities. It will be interesting to note whether these additional options will detract from the popularity of the individualized Latin courses and how successful they will be in incorporating an effective oral component with opportunities for student interaction.

In my conversations with faculty members, teaching assistants, and students at OSU, several concerns were expressed which might be helpful restating here for those departments considering development of similar options. The major concern of some faculty members is whether the individualized

option can build as solid a foundation in the language as can the traditional classroom option. They fear that the division of course content into discrete units and the lack of a comprehensive final examination encourage "cramming" and memorization for a unit test, the contents to be forgotten after an acceptable score is reached. Concern was expressed that the lack of opportunity for spontaneous interaction which is offered in a traditional classroom setting can limit a student's development and his full comprehension and synthesis of the materials presented. Some instructors mentioned the "feeling" that students from the individualized option who continued with traditional Latin study in the fourth (non-individualized) course of the elementary sequence were not as well prepared as students who had studied Latin in the traditional classroom option. Also, there appeared to be a retention problem. Unfortunately, although both options used the same syllabus, no data have yet been collected in the form of these scores to compare achievement of students coming from the traditional and individualized options. The problem is, of course, that comparative end-of-term scores are difficult to obtain, due to the variable time and credit elements and the re-test possibility offered by the individualized course. However, students from either option could be given a "one-shot" comprehensive final exam at the time they complete work for the five credit hour course; or they could be given a comprehensive "review test" when entering the next course in the sequence, especially the Latin 104 conventional course. Apart from serving as a measure of quality control, so to speak, such a test could also be used as a diagnostic instrument to isolate deficiencies which have to be remedied

in order to assure student success at more advanced levels.

The problem of comparable achievement of students form individualized and traditional course options is not unique to OSU. For instance at the University of California - Berkeley, where individualized options have been offered in German and Italian for several years, some members of the teaching staff express similar apprehensions, particularly where it concerns the oral fluency of students coming from individualized courses. (As oral fluency is not a major objective of the OSU Latin program, it is not considered problematic.)

Another area of concern not unique to the Classics Department of OSU is finding a dependable screening process which would predict probable success or aptitude for either the individualized or the traditional learning options. Self-paced study requires high motivation, independence, self discipline, and refined study skills not possessed by every student, especially as an estimated 95% of the students take Latin to fulfill a requirement for graduation.

Materials, also a source of some dissatisfaction, can be a major problem of any individualized program. Few instructional series are available which do not need extensive adaption for use in self-paced learning. Any change in instructional materials will require an extensive commitment of time, energy and money to develop a new set of independent learning units. Concerns expressed by teaching assistants who have major responsibilities for staffing the Latin individualized Study Center echoed to some extent those of regular faculty. Some considered their duties as tutors boring

and lacking in challenge and expressed a preference for teaching a conventional class where they could interact with students on a daily basis, have an active hand in structuring and directing learning, and have a chance to "grow with the materials." (In the Learning Center tutors need to be totally familiar with the entire set of materials used in the individualized option as they work with students who are at different points in the elementary sequence.)

The eight students with whom I spoke were generally quite positive about their experience. Some of them had Latin in High School and found the individualized option and efficient means of reviewing and completing the course at their convenience. All students interviewed mentioned that they like both the flexible time arrangement the individualized option permitted and, especially, that no oral performance was required in the course (which, incidentally was mentioned as a major reason for choosing Latin over a modern foreign language). Student concerns, apart from an occasional complaint that tutorial help was not always available when needed, referred to their own inability to discipline themselves into committing the necessary time and to work without stringent deadlines. They admitted that "Latin usually comes last," as other course work took priority because of day-to-day assignments and scheduled exams.

While the self-paced option in Latin is more popular at OSU than the traditional one, individualized instruction is no panacea for all students at all stages, as the staff members in charge of the individualized program in the Classics Department are the first to admit. There are many "incompletes" and most

students cover less rather than more material per quarter -- and earn fewer credits -- than students in the traditional classroom. Contrary to the early rhetoric of the individualized instruction movement, failure is indeed possible. Self-paced instruction is not the route for every student --maybe not even the way for the majority, once the newness of the program has worn off. But it is definitely a viable option which meets the needs of many students, as the OSU Latin model appears to indicate.

The Classical Mythology Course

Another popular offering in terms of attracting students is a multi-media, partially audio-tutorial Classical Mythology course taught in English. While the course is not totally self-paced (students attend regularly scheduled large-group lectures and are forced to take examinations at specified times in order to complete the course within the constraints of the academic quarter), students have free use of the Classical Humanities Learning Center to study the well-developed and coordinated slide-tape materials which make up a major part of the course materials. The Classical Humanities Learning Center (different from the Latin Individualized Learning Center) is continously operated by a member of the teaching staff who is able to give individual help when needed.

The facilities available to the Classics Department need special mention. The department is located in a newly constructed building with facilities uniquely designed to meet instructional needs (envious colleagues from the modern language departments at OSU referred to the quarters occupied by Classics as "the Hilton" of the language departments). There are two separate learning centers for individual study. One is utilized

predominantly by the individualized Latin program. The other is equipped with 26 individual study carrels (each with slide projector and tape recorder) which make it uniquely suited to the partially self-paced audio-tutorial approach of the Classical Mythology courses.

The Terminology Course

The Terminology course is the third "major attraction" for students. Entitled "Classical Background of Scientific Terminology," it carries three credit hours and is basically designed as a career supportive course for students preparing for health related fields. Within the time-constraints of the regular academic quarter, the course is essentially self-paced and uses computer-assisted instruction (CAI). The students work with the programmed materials at any computer terminal at their own convenience. Frequent self-testing and review are part of the course. Students must get a certain minimal score on a computer administered quiz before they can move on to the next unit. If they do not achieve this minimal score they are given instructions for review and are automatically signed off.

The course consists of eighteen units dealing with etymology, base forms, affixes, word segmentation, terminology for the various anatomical systems, pharmaceutical abbreviations, colors, numbers, biological and zoological terms, and general terms of Latin and Greek origin the students might encounter in their readings. Student evaluation is based on two conventional tests (mid-term and final) scheduled several times throughout the quarter. This permits students to finish the course at various points during the term if they so desire. Optional discussion and pronunciation sessions are also scheduled during the quarter. The instructor in charge

of the course is available for individual help when necessary.

The terminology course has an enrollment of approximately 300 students per quarter. The instructor who developed the course reports little negative reaction to computer-assisted instruction, after the students are initiated into its use.

The major advantages of using CAI are need of minimal instructor time, once the course is developed, thus making additional time available for individual assistance. Further, the step by step progression of the programmed materials provides opportunities for constant reinforcement and review and permits flexible instruction time. (For a more detailed description see : Joseph R. Tebben, "VERBA: A Computer-Assisted Course in Terminology," The Classical World (Feb. 1975), pp. 299-304.)

Further information can be obtained from the following individuals: self-paced Latin option - Dr. Dennis M. Kratz; Classical Mythology Course - Dr. John T. Davis; CAI - Terminology course - Dr. Joseph R. Tebben, all at the Department of Classics, The Ohio State University , Columbus, Ohio, 43210.

STATE UNIVERSITY COLLEGE AT BUFFALO, NEW YORK

The Foreign Language Department at State University College at Buffalo (SUCB) shows an impressive enrollment increase (40% or 446 students versus only 16% or 1154 student increase in total institutional undergraduate enrollment) over the past four years. All languages except Latin have benefited from the influx of students and growth ranges from approximately 13% in German and Russian to 100% in Hebrew, with healthy increases in Italian (67%), Spanish and Polish (both 46%), and French (14%).

The department offers undergraduate degrees only with majors in French, German, Italian, and Spanish. Lower division instruction is also available in Hebrew, Polish, Russian, ESL and Portuguese on a self-study basis.

Despite increased departmental loads (fall 1972 enrollments: 1110; fall 1976 enrollments: 1556) faculty positions were decreased from 19 to 16-¼ positions over the past four years. To handle this additional burden, departmental teaching loads were increased voluntarily to four three-hour course sections per semester rather than maintaining a three-course load common in many other departments at SUCB.

The institution has a language requirement of twelve semester hours (four courses) affecting B.A. degree students only. The requirement, while essentially unchanged in number of credit hours, was modified in 1970 to permit the application of language as well as literature/culture in translation, linguistics, and ethnic studies courses toward fulfillment of the requirement. (Also, the department instituted a liberal transfer policy counting each year of high school foreign language study toward the language requirement without verifying exam.)

While this change had an initially negative effect on enrollments in language courses, enrollment in newly developed "options" courses compensated for this loss, enabling traditional major programs in the department to be maintained. While other institutions responding to the survey also mentioned option courses as saving the language department from extinction, the initial survival efforts at SUCB have become a boon to traditional language courses by drawing attention to the department, providing departmental visibility, and thus improving community relations. Further, these courses contributed to the professional development of many faculty by enabling them to develop new interest and subspecializations. Although the number of graduating majors has decreased in French and German since 1972, enrollments in the majority of language courses, especially at the lower levels, is higher than ever.

Reasons for the impressive growth cannot be attributed to one particular course, program, or language, but are due to a host of interacting and interrelated factors which might all come under the common heading of program diversification and visibility. Mandatory evaluation of teaching by students and peers also may have contributed.

Development of "Option" Courses

The department has developed a popular group of literature in translation courses dealing with French, German, Italian Renaissance, modern Italian, Polish (and Polish Literature in Exile), Russian, Spanish, and Yiddish literatures. Some special themes courses using a comparative approach (e.g., Literature, Civilization and Insanity) are offered jointly with

the English department and are open to lower division students. Contemporary culture courses, taught in English, deal with the cultures of France and Latin American countries.

SUCB is essentially an urban campus whose constituency includes large ethnic populations with Italian, Jewish, Polish, and German backgrounds. Courses such as "Italian-Americans: Literature and Society," "Spanish Composition for Native-Speakers," and the respective language skills and literature in translation courses attract a sizeable number of students and engender good community relations. (For a more detailed description of the ethnic studies course offerings see: Neil Rudin, "An Ethnic Studies Component in the Foreign Language Curriculum," ADFL Bulletin, 8 (November 1976), pp. 42-44.)

Particularly popular option courses are a course on Greek and Roman Mythology and an "Introduction to Language" course dealing with basic principles of linguistics, language universals and language learning.

Reduction of Contact Hours

One curricular change which, in the opinion of some faculty members, contributed to enrollment growth was the change from a mandatory laboratory period in the departmental language lab (as a fourth contact hour for a three-credit course) to optional lab attendance in the Learning Resource Center. It appears that more students are willing to register for a foreign language if class-time commitments do not exceed those required by other academic disciplines. Because of the reduction in contact hours, the traditional first-year content of language courses is now spread over three semesters, a factor which has increased retention in the lower division

courses. Also, Spanish in particular has implemented a communicative orientation to which students react quite favorably.

Foreign Language Teacher Education

Mention should also be made of the foreign language teacher education component which is especially well developed at SUCB. The professional preparation of foreign language teachers is handled within the department and offers students, apart from the traditional methods course, extensive supervised experiences in the public schools with two student teaching assignments, one in an urban and one in a suburban setting. The department is in the process of implementing a competency based teacher education program.

For further information contact: Dr. Gisèle Feal, Chairperson
Foreign Language Department
State University College of New York
1300 Elmwood Ave.
Buffalo, N.Y. 14222

WASHINGTON STATE UNIVERSITY: DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

Flying from Spokane to Pullman, Washington on Cascade Airlines (where every seat is a window seat), I could think of half a dozen reasons why Washington State University (WSU) should not be among the schools with a large enrollment increase in foreign languages. Located in a small town which lives from academe and agriculture, WSU is relatively isolated from major population centers and lacks many of the resources traditionally believed beneficial and supportive to a foreign language program. Yet, the Foreign Language Department has had an increase in student enrollments of over 26% (359 students) between autumn 1972/76 (versus an overall institutional growth of 14% or 1831 students). Enrollment statistics are still more impressive if one goes back to 1970 as base year. Since then, foreign language enrollments have increased 53%. All languages offered show increased enrollments since 1972, ranging from 8% in French to 100% in Chinese, with the largest numerical increase in Spanish (203 students or 61%).

The department offers majors in French, German, Spanish, and Russian; minors in the same languages as well as in Italian; and elementary and intermediate level courses in Chinese, Japanese, Swedish, Swahili, Hindi, Sanskrit, Latin and Greek. The M.A. is offered in French, German and Spanish and a Ph.D. in literary studies is jointly sponsored with the English Department.

WSU has a one-year (8 semester hours) undergraduate entrance requirement for all students in the Division of Arts and Sciences (about 60% of the student population). This requirement is automatically fulfilled by 2 years of foreign language study at the high school level. Those students with no or

insufficient foreign language background can only fulfill the requirement by traditional language courses. The foreign language requirement has not changed recently and there is no intention of modifying it in the near future.

The teaching staff at WSU consists of 21 full-time faculty (only one half of a position more than in 1972, inspite of the large student increase) and 15 Teaching Assistants (vs. 12 in 1972). During my two-day visit to the campus I talked to a cross-section of professors representing all languages taught, to Teaching Assistants, graduate students, undergraduate students, and administrators and visited several courses in session. It is difficult to point to one particular cause, course, program, method, or curricular innovation as being responsible for the success the department has had in attracting and maintaining student enrollments. Course offerings and methodologies are relatively traditional. But WSU is one of those institutions where a highly committed, cooperative faculty and dynamic leadership by the chairman have effected many "small" changes which have positively affected enrollments. External factors have also contributed to an increased interest in foreign language study: an overall institutional increase in enrollments; a strong commitment to and support of the Liberal Arts inspite of an emphasis on technical/agricultural fields in the major curriculum; the decrease of foreign language offerings in area high schools which affects the number of students in requirement courses; an increasing Chicano population which has contributed to an awareness of the needs and benefits of foreign language study; a supportive administration which values the contribution of the department -- all are factors which

might have directly or indirectly contributed to the enrollment increase. However, as most of these factors are beyond the direct control of the Foreign Language Department, I will focus only on those curricular components and procedures which were instituted through direct departmental efforts and which were mentioned repeatedly as having had some effect on program growth.

1. Accessibility of the Faculty and Leadership by the Department Chairman

These factors were two of the most frequently mentioned reasons for program success. WSU has a vertical teaching structure, utilizing senior faculty on all levels of language instruction. They are enthusiastic, highly accessible, willing to give extensive, individual attention, and show a strong commitment to undergraduate teaching. The chairman is an excellent "organizer" and uses every opportunity to bring his department to the attention of students and the public.

2. Courses in Less Commonly Taught Languages

The addition of courses in less commonly taught languages (Chinese, Japanese, Swahili, Hindi, Sanskrit, Greek, and Swedish) appears to have contributed to the overall enrollment. While some educators argue that a large choice of languages detracts from enrollments in the more commonly taught languages, this does not seem to have been the case at WSU. Students attracted to the study of the less popular languages appear to be a rather specialized lot with particular goals and interests.

3. Intensive Summer Language Courses

If one curricular innovation merits special mention for attracting students, affecting attitudes toward foreign language study, and accomplishing its goals in terms of student learning, it is the intensive summer program. Originally begun in German and mainly intended as a quick means for graduate students to fulfill their language requirement, intensive

summer courses are now offered in French, German, Japanese, and Spanish and are open to all students, including high school seniors, regardless of language background. The courses offer two years of language instruction in eight weeks. Taught by teams of faculty and T.A.'s, students are involved in seven hours of structured and well coordinated activities daily, ranging from grammar explanations and drill groups to viewing slides, playing games and singing. The intensive course satisfies the language requirement for undergraduates and for students from most graduate programs and helps foreign language majors to pick up a second language without investing inordinate amounts of time. It also permits majors in other disciplines to acquire a language as an adjunct skill to their chosen profession.

I talked to several students who had started foreign language study at WSU in intensive summer courses and who were continuing their language study with third-year courses during the regular school year. Without exception, the students spoke very positively of their summer experience in terms of language learning as well as "having had fun" and having established close personal relationships with faculty members and other students. They did not feel disadvantaged vis-à-vis classmates who had studied the language for two years in traditional courses. (For a more detailed description I refer the interested reader to the following articles: David P. Benseler and Gertrud S. Mazur, "A New Approach to Language Learning for Graduate Students." The Modern Language Journal, 57 (Sept. - Oct. 1973), pp. 259-62; and David P. Benseler, "Integrating Foreign Language Study with the Total Undergraduate Curriculum: Observations Regarding an Intensive Language Learning Concept." Foreign Language Annals, 11 [Sept 1978].)

While no dependable statistics have been collected, students who have participated in the intensive summer courses appear to be more interested

in continuing language study at advanced levels. Of course, those students willing to commit themselves to such summer immersion courses might be of a different "motivational breed" to begin with than the majority of students who populate lower division courses to fulfill a requirement.

4. Literature in Translation Courses

WSU offers an extensive choice of literature in translation courses dealing with surveys of national literatures (e.g., African Literature in English), period or genre courses, as well as special topic or theme courses (e.g., The Guru in Indian Literature). The literature in translation courses offered may be applied toward a six-hour general Arts and Humanities requirement. However, 93 courses are listed in the WSU catalogue by other departments which fulfill the same purpose.

5. Extra-Curricular Activities

Some of the available out-of-class activities, while traditionally considered "extra-curricular" have become part of the formal offerings and make available academic credit for active participation. For instance, the German Choir (1 credit hour) is open to all interested students regardless of language background. It meets once a week and performs frequently on and off campus. Participating students and faculty report consistent improvement in pronunciation and enjoy the immediate rewards of being able to "perform in German" and the fellowship the choir offers. The "French Cabaret" performs a play in French once a semester and also offers one hour of credit for active participation. "Das deutsche Mittagessen," a weekly conversation group, also offers credit for regular attendance and participation.

In addition to the above activities available for optional credit, "La maison française" offers residential facilities for students interested in actively practicing their language skills and living in a French atmosphere.

6. One-Credit Hour Conversation Courses.

Apart from the "extra-curricular" program which offer optional credit, all major languages offer one-hour conversation courses on the third year level. These courses are conducted by T.A.'s who are native speakers of the respective languages and can be repeated up to four times for credit. In addition to attracting language majors who need to pick up "an extra hour" or so, the courses attract non-majors with some formal or informal background in the languages who want to increase, keep up, and practice their language skills.

7. Advising

WSU has developed a sophisticated advising procedure, including a departmental career counseling service. While no special career-related courses are offered apart from those traditional offerings for the B.A. or B.S. degrees, the department has named one faculty member in charge of career counseling. Each semester a colloquium is offered to interested students where they are informed of career possibilities with foreign languages as a major or ancillary field. All students enrolled in departmental courses are given printed information on the usefulness of foreign languages in various careers and individual career counseling is available upon request.

Students are strongly encouraged to double-major or to major/minor in related areas. The department requires that all foreign language majors demonstrate

competence in a second language up to and including the 5th semester course ina language sequence.

Special efforts are made to collect systematic information on reasons for attritic Students who drop a course or who do not complete the required sequence are sent a self-addressed and stamped postcard requesting them to check the reasons for their discontinuance in a course sequence.

8. Departmental Visibility, Recruiting and Public Relations

Special mention needs to be made of recruiting and publicizing efforts at WSU. The department has developed an informative and attractive program description brochure which is sent to incoming freshmen through the mail. Students can request more specific information by self-addressed postcard. Further, students are actively recruited through the foreign language career colloquiums already mentioned.

The department also publishes extensive course descriptions which are available in a display rack in the departmental office in loose-leaf form for each course. These descriptions include course content, materials and evaluation procedures and are routinely sent to all academic advisors.

Special certificates, awards and scholarships are given annually to majors and students excelling in foreign language study on all levels.

The department engages in active communication with alumni through an annual newsletter.

Daily, three hours of radio programming are available in a foreign language (one hour each in French, German, and Spanish) over the university radio station.

Departmental curricular and extra curricular offerings and activities

are well advertised in all available media and keep the department constantly visible in the community. Even the doors of the restrooms are used for announcements of coming events such as foreign language films, speakers, theatre performances or other programs.

For further information contact:

Professor Jean-Charles Seigneuret
Chairman, Department of Foreign Languages and Literatures
Washington State University
Pullman, Washington 99613

VI. FINDINGS OF QUESTIONNAIRE STUDY: TWO-YEAR INSTITUTIONS

Analysis of Responding Sample

Of the 964 two-year institutions on the MLA computerized mailing list which were contacted, only 181 (18.8%) responded by questionnaire. Five institutions (.5%) were no longer in existence, and 22 (2.3%) notified me that foreign languages were not--or no longer--offered. This leaves the total response rate at 208 or 21.6%. Because of this low response rate and the fact that no efforts were made to randomize the sample, no valid generalizations can be made which apply to the overall situation of foreign languages in two-year institutions. The following numerical breakdown is offered solely to put the findings in perspective of the sample from which they originate.

Table 1 presents a breakdown of respondents by state. The largest number of responses came from California (19), New York (16), Illinois (10), Michigan, Virginia (9 per state), Florida, Massachussetts, North Carolina, Texas (8 per state), Kansas, Maryland, Missouri, New Jersey, and Pennsylvania (6 per state), reflecting the number and development of two-year institutions in those states.

Only 72 (39.8%) of the responding departments were foreign language departments (or language-specific departments, such as French or Spanish). The remainder of the questionnaires came from institutions where foreign languages were taught under the auspices of umbrella departments or divisions as indicated in Table 2.

Table 1: Responding Two-Year Departments by State

State	Number of Institutions Responding
Alabama	1
Arizona	2
Arkansas	3
California	19
Colorado	4
Connecticut	2
Delaware	1
Florida	8
Georgia	4
Hawaii	2
Illinois	10
Indiana	2
Iowa	3
Kansas	5
Kentucky	2
Maine	1
Maryland	6
Massachussets	8
Michigan	9
Minnesota	1
Mississippi	1
Missouri	6
Nebraska	2
New Jersey	6
New York	16
North Carolina	8
Ohio	3
Oklahoma	2
Oregon	4
Pennsylvania	6
South Carolina	2
South Dakota	1
Tennessee	3
Texas	8
Virginia	9
Washington	5
West Virginia	1
Wisconsin	2
Wyoming	2
location unknown	1
TOTAL	181

TABLE 2: Respondents from Two-Year Institutions by Type of Department

Name of Department/Division	Number Responding	%
Modern Languages, Foreign Languages, or language-specific	72	39.8
Humanities	41	22.7
Language Arts (English and Foreign Languages)	35	19.3
Communication or Communication and Arts	17	9.4
Liberal Arts, Cultural Arts, or Arts and Sciences	9	5
General Studies	2	1.1
Academic	1	.6
International College	1	.6
Unknown	3	1.7
TOTAL	181	100

The preponderance of completed questionnaires came from small (below 5,000 students), publicly financed commuter colleges. Of the 181 responses, 126 (69.7) fell into the category of small institutions, 25 (13.8) came from medium-sized community colleges (5,000 to 10,000 students), and 17 (9.4%) were from large ones (enrollment over 10,000). 146 (80.7) of the responding institutions were publicly financed, 22 (12.2%) privately. 131 (72.4%) institutions were commuter colleges and 37 (20.4%) had residential facilities. Of the remaining 13 institutions (7.2%), size, financial support and commuter/residential status could not be determined.

Table 3 indicates the number of colleges which offer the various languages listed.

Table 3: Languages Offered by Responding Two-Year Institutions

Languages	Number of Institutions Offering Languages	%
Spanish	158	87.3
French	154	85.1
German	109	60.2
Italian	29	16
Russian	23	12.7
Japanese	8	4.4
Chinese	7	3.9
English as a Second Language (ESL)	6	3.3
Greek	6	3.3
Hebrew	5	2.8
Latin	5	2.8
Swahili	5	2.8
Arabic	2	1.1
Philipino	2	1.1
Swedish	2	1.1
Czech	1	.6
Finnish	1	.6
Hawaiian	1	.6
Ilocano	1	.6
Navajo	1	.6
Polish	1	.6
Portuguese	1	.6

Spanish was offered most often, followed closely by French. German is available in 60% of the institutions. Italian and Russian follow far behind in popularity, offered by only 16% and 13% of the institutions respectively. The order of popularity of the various languages in the sample investigated is similar to that reported by Kant in 1969.[28] Latin has apparently little appeal in two-year institutions, following Japanese, Chinese, and Greek in popularity.

Enrollment Summaries

Table 4 summarizes enrollment increases/decreases between the autumn terms of 1972 and 1976. 433 language sections within departments reported

comparable figures on the questionnaire.

Table 4: Enrollment Summary of Two-Year Institutions 1972-1976.

Language	No. of depts./ sections reporting	Enrollments 1972	Enrollments 1976	Loss/Gain	%
French	127	9,023	8,132	-891	-9.9
German	90	5,240	4,124	-1,116	-21.3
Italian	26	695	1,059	+364	+52.4
Russian	20	432	353	-79	-18.3
Spanish	134	16,608	19,240	+2,632	+15.8
Other (Excluding ESL)	36	1,499	1,975	+476	+31.8
TOTALS	433	33,497	34,883	+1,386	+4.1

The responding two-year institutions had an overall increase in foreign language enrollments of 1,386 students (4.1%) during the four-year period investigated. However, increasing enrollments were evident only in Spanish (2,632 students or 15.8%), Italian (364 students or 52.8%), and the less commonly taught languages, excluding Latin, Greek and Swahili (476 students or 31. 8%). The figures in Table 4 do not include enrollments in ESL. The six departments reporting ESL programs showed a gain of 768 students (160%) between 1972 and 1976. French, German, and Russian showed considerable losses representing 9.9%, 21.3% and 18.3% of the respective 1972 enrollments. German reported the greatest decline with 1,116 students.

Despite the overall foreign language enrollment increase, if one puts the findings into the context of total institutional enrollments, only 22 departments (12.1%) were able to attract proportionately the same or a larger number of students from the total student body in 1976 than in 1972; 73

institutions (40.3%) reported a decrease in students relative to total institutional enrollments; the remaining departments did not provide overall institutional enrollment figures for the periods compared.

Staffing (Question #5)

144 (79.6%) institutions provided comparable figures to this question. While in 1972 these colleges reported a total of 461.06 full-time foreign language instructors, in 1976 this number had shrunk to 423.03, indicating a loss of 38.03 (8.2%) positions. 58 instititions (40.3) mentioned no change in number of foreign language faculty between 1972 and 1976, 29 (20.1%) increased the positions available, and 58 (40.3%) lost faculty. In 1972 the average number of foreign language teaching positions per institution was 3.2; in 1976 it was 2.9. Number of faculty ranged from .2 to 22 positions in both years investigated.

Average Course Load (Question #7)

The average number of courses taught by full-time foreign language personnel in the two-year sample amounted to 4.1 courses or 14.6 contact hours per week. The mode was four courses or fifteen contact hours. The number of courses ranged from two to seven for full-time faculty and the number of contact hours from nine to 25.

The Foreign Language Requirement (Questions #8,9,10,11)

Only few of the responding two-year institutions indicated a foreign language requirement for their own programs. Of the 181 respondents, 35 (19.3%) listed a requirement for the A.A. or A.S. degrees in selected disciplines (including law enforcement, bilingual education, social sciences

and humanities). 5 (2.8%) departments mentioned that foreign language courses were optional under humanities requirements, and 3 (1.7%) had an obligatory math or foreign language option. The majority of institutions indicated that their foreign language courses served prospective transfer students who wished to fulfill a requirement before entering a four-year program.

19 of those colleges with a foreign language requirement permit satisfaction of the requirement through placement/proficiency testing; 4 permit elementary courses in several languages; one accepts literature in translation courses and introduction to linguistics and culture.

New Courses and Programs Offered since 1972 (Questions #12)

The 181 respondents reported a total of 246 new courses instated between 1972 and 1976. A list of selected course titles is included in Appendix B.

Curricular Options (Question #14)

Following is a summary of responses indicating the number of two-year departments offering innovative or non-traditional courses and/or methodological approaches.

Type of Course/Approach	Number of depts. indicating availability	(%)	Comparative percentage of 4-year depts. offering option
Community-oriented courses aimed at special non-matriculated students	81	(44.8%)	23%
Career-related courses	41	(22.7)	31
Introduction to language/linguistics	34	(18.8)	47
Literature in translation	30	(16.6)	64
Off-campus courses	24	(13.3)	8
Intensive or accelerated courses	23	(12.7)	50
Language courses for native speakers	22	(12.2)	11
Summer programs abroad	20	(11)	18
Contemporary culture (taught in Engl.)	19	(10.5)	24
Contemporary culture (taught in FL)	17	(9.4)	48
Interdisciplinary courses	16	(8.8)	44
staffed within one dept.	3	(1.7)	
staffed by members of 2 or more depts.	13	(7.2)	
Ethnic Studies (taught in English)	14	(7.7)	6
Comparative literature	11	(6.1)	22
Comparative cultures (taught in Engl.)	10	(5.5)	7
Special topics courses with major focus on aspects of lang. or lit.	10	(5.5)	38
Academic-year programs abroad	9	(5)	28
Team teaching	8	(4.4)	21
Area Studies (taught in English)	7	(3.9)	18
Multi-language or exploratory courses.	5	(2.8)	6
Internships	5	(2.8)	17
Special themes courses with major focus not on language or literature	5	(2.8)	16
Immersion courses	3	(17)	
Area Studies (taught in FL)	3	(1.7)	14
Translation of specialized materials	2	(1.1)	14
Ethnic Studies (taught in FL)	2	(1.1)	7
Comparative cultures (taught in FL)	1	(.6)	6
Courses in which the use of media is a major integrated component			
Audio-tape (incl. language lab.)	70	(38.7)	36
Slide/filmstrip	35	(19.3)	24
Film	30	(16.6)	24
Multi-media	27	(14.9)	12
TV	16	(8.8)	7
Computer-assisted instruction	3	(1.7)	4
Radio	1	(.6)	1
Individualized instruction			
One-to-one tutorial or small group	35	(19.3)	22
Self-paced instruction	24	(13.3)	11
Audio-tutorial, independent study	21	(11.6)	10
Programmed instruction	17	(9.4)	6
Minicourses	10	(5.5)	6
Multi-level grouping	1	(.6)	
Contract study	1	(.6)	

Only six departments (3.3%) offered less commonly taught languages under the Critical Languages Program.

Comparing the two-year and four-year departments which responded to the questionnaire study, two-year colleges are clearly more traditional in their offerings and approaches than four-year institutions. If we examine the columns which indicate the percentage of departments offering various non-traditional options, obvious curricular differences can be seen. Literature in translation (64%), intensive or accelerated courses (50%), contemporary culture taught in FL (48%), introduction to language/linguistics (47%), and inter-disciplinary courses (44%) are the five most frequent "innovations" in four-year foreign language departments; while community-oriented courses for non-matriculated students (44%), career-related courses (22%), introduction to language/linguistics courses (19%), literature in translation (16%) and off-campus courses (13%) rank among the five most frequently mentioned non-traditional offerings in two-year departments.

Testing and Evaluation Practices (Question #15)

Of the 181 responding two-year departments, only 34 (18.8%) indicated regular use of a systematic placement procedure. Three (1.7%) administered aptitude tests, and 25 (13.8%) regularly gave common departmental achievement tests in the various courses taught. Attitude measures were listed by only three institutions (1.7%).

The tests used by two-year institutions were similar to those administered in four-year colleges. Departmentally constructed exams were most often used

as placement and achievement measures. Next came the MLA Cooperative Tests. Very few institutions listed the CLEP and Pimsleur Achievement Tests. The Pimsleur Language Aptitude Battery was used by two of the three mentioned departments. Attitude measures were unspecified.

VII. MAJOR PROBLEMS: TWO-YEAR INSTITUTIONS

Judging from letters and comments I received from two-year institutions, faculty morale seems low and a general discontent is apparent among foreign language teachers on that level. The low response rate to the questionnaire study may in itself be an indication of the malaise and lack of support felt by many educators. Frequently, foreign language teachers in community colleges feel ignored and isolated. They are neither part of the secondary scene, nor do they function under the same constraints as their colleagues in four-year institutions. Even professional organizations and journals appear to neglect their special concerns and problems. Apart from an occasional article dealing with specific issues relating to foreign language instruction in two-year institutions, the last intensive intraprofessional efforts to address problems on that particular level were made, to my knowledge, in 1972 at a Conference on Foreign Languages in Junior and Community Colleges held in Illinois.[29] Arthur Cohen, in his on-going study of the Humanities in Two-Year Colleges, reviewed the literature and described general characteristics of community college foreign language faculty and curricular patterns, but to my knowledge, has not yet addressed himself to suggesting remedies for some of the ailments found on that level.[30]

While four-year and two-year institutions have many problems in common (see Chapter III of this report), foreign language instruction in community colleges faces some particular problems which are less frequently encountered by four-year departments. The most obvious among these are:

-- the curricular emphasis on technical/vocational education;

-- dependency on foreign language requirements and de facto curricular approval by area four-year institutions;
-- the restricted offerings, usually limited to service courses on the freshman and sophomore levels;
-- lack of strong departmental structure;
-- extensive use of part-time faculty;
-- little administrative flexibility;
-- open admissions;
-- a relatively transient (and often-part-time) student body.

Curricular Emphasis on "Practical" Education

In many two-year colleges foreign language study is not considered an essential, integral part of the curriculum. Generally speaking, the curricular emphasis is technical/vocational and career-preparatory, and few institutions claim to give equal emphasis to the humanities or liberal arts. According to the Cohen study, the humanities remain alive and well in two-year institutions. However, many foreign language educators to whom I spoke were apparently not convinced of that situation. Administrators in two-year colleges occasionally consider foreign languages a curricular "frill," not essential to the major purposes of the institutions. In the frank admission of one administrator, foreign language offerings are considered as "window dressing."

Dependence on Four-Year Institutions

As no two-year foreign language degree exists (although two institutions--San Antonio College and Rose-Hulman Institute of Technology--report the

development of a two-year translator's certificate program), the great majority of offerings is of the service variety, geared predominantly toward fulfilling language requirements of prospective transfer students to four-year programs. Enrollments appear to be highly dependent on the foreign language requirement of area four-year institutions. A number of community colleges reported near program collapse because four-year schools in the vicinity had decreased or abolished requirements.

Restricted Offerings

Four-year institutions directly and indirectly limit offerings in two-year colleges by awarding (or refusing to award) transfer credit to those who take their courses. Often this practice discourages experimentation and restricts two-year institutions to offering conventional courses on the freshman and sophomore levels. Thus, students with an extensive high school foreign language background often have no meaningful opportunity to continue their study in community colleges.

Lack of Strong Departmental Structure

Another problem is that foreign languages are frequently taught under the auspices of generalist "umbrella" departments (such as Humanities, Communications, Language Arts, etc.) usually chaired by a specialist in a field other than foreign languages, and with primary interests in another discipline. Therefore, foreign languages on the community college level often have no one who represents their interests directly and aggressively and who serves as spokesperson on policy making committees.

Extensive Use of Part-Time Faculty

A related problem is that foreign languages on the community college level are taught to a considerable extent by part-time temporary faculty. Occasionally, the number of part-time staff outnumbers those or full-time appointment. (Evening programs are at times staffed exclusively by part-time instructors, and even fully employed faculty teach often in two or more unrelated fields.) Establishing common objectives and evaluation criteria, articulation between courses and levels, and program development and continuity become thus difficult tasks, and instructors complain of a serious lack of communication.

Even in this day of oversupply of trained teachers, one still encounters instructors who have no formal training in foreign languages or who lack special preparation (and inclination) for lower-division language teaching. Several adminstrators mentioned the need for specialized training for teachers in two-year institutions and pointed to a preference for hiring foreign language generalists rather than individuals trained as research-oriented specialists.

Lack of Administrative Flexibility

Due to the small number of staff available in most two-year foreign language departments, the course schedule is a rigid one, offering courses in a set sequence and at specific time intervals only (i.e., students can start language study only in fall and must continue the sequence in winter, or wait a full year before the course is offered again). While four-year colleges are often able to offer courses in spite of very small enrollments, community colleges appear to have less flexibility in getting around minimum

enrollment quotas, occasionally as high as 17 students per course. Yet foreign language faculty members believe that courses need to be offered even if enrollments do not justify them on a financial basis, because after students have made an initial investment of time and money, they have a right to expect continuity.

A frequent complaint referred to the tight structure of vocational programs which leaves little or no room for electives. As in four-year institutions, uncooperative or uninformed advisors were also mentioned as a major problematic issue.

Open Admissions

Because of the non-selective admissions policy (and reduced fee structure) of most community colleges, these institutions attract a larger range of interests and abilities than do four-year institutions. Many students in community colleges study foreign languages just "for fun" and get easily discouraged when they find out that gaining the expected benefits takes much time, work, and energy.

Transient, Non-Residential Student Body

Another limiting factor is that two-year colleges are mostly commuter institutions with a more transient population than one finds in their four-year counterparts. Many students go to school only part-time and hold full or part-time employment. This situation makes it difficult to establish departmental cohesion and an esprit de corps among students and faculty through extra-curricular activities.

In summary, most of the problems mentioned are not new. They are similar to those listed already by Rivers et al.[29] and reviewed by Cohen.[30] Unfortunately, most of these problems are due to the special purposes and goals of two-year institutions and no easy solutions appear in sight.

VIII. FACTORS INFLUENCING ENROLLMENT GROWTH: TWO-YEAR INSTITUTIONS

Time and financial constraints permitted on-site visitation of only four two-year institutions. The schools selected were:

-- City College of San Francisco (California);

-- Portland Community College - Sylvania Campus (Oregon);

-- San Antonio College (Texas);

-- Tarrant County Junior College - Northeast Campus (Texas).

All institutions visited were medium to large, publicly-financed commuter colleges located in or near major population centers. Three institutions had separate departments of foreign languages. At Portland Community College foreign languages were taught in the Language Arts Division which includes English. The usual teaching load in all four institutions was 15 hours per week. All schools had indicated program growth during the four-year period investigated.

While Portland Community College and Tarrant County Junior College are limited to regular instruction in the most commonly taught languages, City College of San Francisco and San Antonio College offer a wide variety of languages. In addition to French, German, and Spanish, City College, for instance, offer Chinese, Pilipino, Russian, and Swahili.

San Antonio College had the largest program with a total fall 1976 enrollment of 2,999 students and a full-time equivalent faculty of 22 for the day-time program. The department provides instruction in Classical Greek, Hebrew, Italian, Japanese, Latin, Portuguese, and Russian in addition to the three most commonly taught languages. The phenomenal increase of 1,411

students (89%) recorded between the autumn terms of 1972 and 1976 was mostly due to growth of the Spanish program (1,146) students) and to the implementation of a successful ESL program which grew from 52 students in 1972 to 303 in 1976. In programmatic terms, San Antonio College had been most active during the period investigated. Apart from the ESL program already mentioned, the college is among the very few institutions offering a two-year A.A. degree in translation of scientific and technical materials (Spanish/English). To my knowledge, the only other institution which has such a program is Rose-Hulman Institute of Technology in Indiana. (Candidates for the San Antonio program need to have some fluency in Spanish before being accepted.)

Based on the small response rate to the questionnaire and the limited sample of colleges visited, it is difficult to generalize a "recipe for success" which might be of use to other two-year institutions located in different areas and functioning under different constraints. As was the case with four-year colleges, few two-year schools were able to explain their growth solely in terms of curricular changes. External factors, such as overall institutional growth, change of ethnic composition of the community and the student body, and an increasing awareness of the usefulness of Spanish (particularly in areas with large Spanish-background populations, e.g., Texas, California, New York, Arizona, and New Mexico) contributed to an increase in foreign language enrollments. For instance, while San Antonio College has no formal foreign language requirement for its various programs, there is a tacit understanding in many vocational programs that students take at least some Spanish.

Generally speaking, responses to the questionnaire did not provide much helpful information which could be utilized by institutions with enrollment problems. With few exceptions, comments made were complaints or statements of resignation, rather than reports of active efforts to change the situation. However, based on the four programs visited, I propose the following factors worthy of consideration in efforts to make foreign language study more attractive and more accessible in two-year institutions:

-- emphasis on instructional quality;
-- tracking or adjustment of course content to accommodate a more heterogeneous student body;
-- emphasis on practical conversational language use;
-- career-related courses or courses meeting special community interests;
-- low credit individual interest electives;
-- flexible scheduling;
-- self-paced testing.

Emphasis on Instructional Quality

As in four-year institutions, all two-year department chairpersons credited their instructional staff as the number one factor responsible for the success in attracting more students. Chairpersons often named particular individuals for single-handedly increasing enrollments by their excellence in teaching, concern for students' performance, and their accessibility to students in need of help. During my classroom visits I observed imaginative teaching and remarkable student fluency and was impressed by the obvious efforts devoted to teaching.

All chairpersons pointed to the availability and amount of personal contact between faculty and students as contributing factors for success. Many two-year institutions mandate a generous number of office hours per week (e.g., ten hours at Tarrant County Junior College) or require faculty to spend a set number of hours per instructional day on campus (e.g., seven hours at Portland Community College). Judging from the frequent interruptions by students during conversations with faculty members, students take advantage of this open-door policy.

Tracking or Reduction of Course Content

Because of a non-selective admissions policy in many colleges and a rather heterogeneous student body, some departments have reduced course content to enable a larger number of students to succeed in learning a foreign language. Some institutions offer a two-track system--one covering traditional course content within traditional time periods and usually available for transfer credit to four-year institutions; the other with more limited objectives and a slower pace, usually non-transferable. City College of San Francisco, for instance, has such a system, essentially offering three options: the traditional elementary two-course sequence which is accepted for elementary credit at state universities, and a slowed-down version of the same course which covers in two semesters the material traditionally presented in one. In addition, the department offers an elementary "practical" track (emphasis on the spoken language) which is not transferable for university credit.

City College of San Francisco and San Antonio College also have a special track for native Spanish-speaking students. This option is necessitated by

the large number of Spanish-background students who want to improve the knowledge of their mother tongue or become literate in their native tongue (or earn an easy grade...). The Foreign Language Department at the University of Texas--El Paso has also developed such a special track, because faculty felt that the presence of native Spanish speakers was discouraging "Anglos" from majoring in Spanish. (Incidentally, in El Paso all students without Hispanic background are referred to as "Anglos," regardless of their ethnic heritage.) Unfortunately, such a special track is not a perfect solution either, as those students classified as "Hispanic" often vary considerably in language background and fluency, making accurate placement difficult. During class visits I encountered students with heavy Spanish accents and others, also Spanish-surnamed, who knew almost as little Spanish as I did. One such "Hispanic" who had obvious problems with an exercise in class later complained in conversation that "they expect me to know the language just because my grandfather speaks it...!"

Emphasis on Practical Conversational Language Use

Another trend which I found more pronounced in two-year than in four-year institutions was the shift in emphasis from a formal grammatical approach to a more practical communicative orientation with a focus on conversational abilities. All two-year colleges visited offered special, low-credit conversation course on different levels which could be taken independently or simultaneously while enrolled in traditional four-skills courses. Non-credit or low-credit courses focusing on "survival language" for prospective travelers to a foreign country were also popular. Even though credit for

these conversation tracks or courses is often non-transferable to four-year institutions, many students opt for them simply to improve or maintain their oral language fluency.

Career-Related Courses and Courses Meeting Special Community Interest

Career-related courses also fall into the realm of the practical, conversational language category. San Antonio College, and Tarrant County Junior College offer instruction to law enforcement and medical personnel on and off campus at the request of community agencies. I found it surprising, however, that while many community agencies see the need for language training for their in-service personnel, the academic programs preparing prospective employees of those same agencies seldom consider pre-service training essential. Foreign language educators maintain that job-specific language skills can be easily acquired after some general background in a language, but apparently we have not yet convinced too many colleagues in other fields.

Community colleges, by their very nature and purpose, need to be responsive to community needs and interests. Teaching firemen, policemen, doctors, nurses, and other para-medical personnel, social workers, telephone operators, receptionists, bus and taxi drivers, sales personnel, bank tellers, or legal personnel some functional speaking ability in a foreign language falls into this category. Evening courses, providing for prospective travelers or business people some insights into the language and culture of a country, literature in translation courses, courses in ethnic cooking--all provide some service to the community and important interaction between a department and the public. In the words of Dr. William Samelson of San Antonio College, "You ask us, we teach it--anytime, anywhere." San Antonio College, for instance, is conducting instruction off campus in senior citizens' centers.

For those institutions offering career-supportive language training, Samelson also points to the importance of establishing an advisory board consisting of prominent area residents. Not only do these consultants give important input into what should be taught, they also provide valuable contacts for graduating students looking for employment.

Low Credit, Individual Interest Electives

While mention has already been made of one-hour conversation courses, other low credit options also are popular. Students enrolled in career preparatory programs in community colleges seldom have much room (or time) in their schedules for electives. Often the availability of a one or two-credit course determines whether or not they can continue their language study. Usually offered under some general title such as "Special Studies," "Practicum," etc., these courses are similar to minicourses and can be taken for independent study or in small groups. Each term different topics or skills can be emphasized, permitting students to repeat the courses for credit as often as they wish. Portland Community College, for instance, offers one-hour courses on the second-year level in grammar review (students work through a grammar workbook under the direction of an instructor), in reading (either literary selections or writings from the popular press), as well as conversation courses on various levels.

Wisely planned and coordinated, such offerings can constitute an intensive program providing up to seven hours of language instruction per week. This instruction, coupled with the availability of a proficiency examination and certificate at the end of two years of instruction could attract a number of students who would like to acquire fluency in a foreign language as adjunct skill to their chosen profession.

Flexible Scheduling -

As has been mentioned previously, two-year departments are often forced into a rigid schedule of course offerings because of staff constraints. In most community colleges, students can only begin elementary language study in autumn and must continue with the sequence the following term. Portland Community College has devised a scheduling pattern which permits students to start language study during the winter quarter and still complete one year of language study during the same academic year. The student who is not able to commence the sequence of three four-credit courses in the fall may enroll in a more intensive six credit class during the winter term; that courses covers the regular 101 syllabus as well as about one-half of that for the 102 course. The student would finish the first year of language study in the spring quarter with another six-hour course.

Self-Paced Testing

See program description of Tarrant County Junior College below.

All four institutions visited offered solid programs, had agressive leadership and excellent faculties and I am reluctant to single out one department for special attention. However, the situation at Tarrant County Junior College, which lacks the heavy influx of Hispanic-background peoples which benefited San Antonio College, or the cosmopolitan atmosphere of San Francisco surrounding City College, is probably more generalizeable than that of the other institutions visited and I have selected it for a more detailed description.

Program Description: Tarrant County Junior College - Northeast Campus

Tarrant County Junior College - Northeast Campus has had considerable success in attracting students to the study of foreign languages. The ten-year old commuter campus has approximately 7,500 students and is one of three branch campuses in the district, located in a predominantly middle class suburb of Dallas/Fort Worth. Compared with some Texas communities, the area has a relatively low proportion of Spanish-background residents. However, the Northeast Campus attracts many housewives and retired individuals. The average age of the student body is 27 years.

The foreign language department offers French, German, and Spanish with four full-time and nine part-time instructors. During the four-year period investigated, foreign language enrollments increased by 65% (231 students) while total institutional growth was about 24%. As in all other programs visited, Spanish showed the largest gains (166 students or 84%), followed by German (44 or 76%) and French (23 or 23%). Spring 1978 enrollment figures indicate a 13% departmental enrollment growth over spring 1977, while the overall student population showed a decrease.

Tarrant County Junior College has a requirement for the A.A. degree which can be satisfied by eight hours of conventional foreign language study or three hours of mathematics.

Looking at the catalog, the initial impression the outsider gains of the program is that of a rather conventional one, with the usual sequence of elementary and intermediate courses, a one-hour Practicum option, and some

courses in history/civilization/culture available in each language also on the intermediate level. Career-related instruction is available to law enforcement and medical personnel and to students in a bilingual secretarial training program. But, on closer inspection, several factors become evident which single out the department as a well-planned and exceptionally well-coordinated one.

Most important, in my opinion, is a clear departmental philosophy which all instructional personnel appears to share and to follow in practice. This philosophy emphasizes mastery of content, rather than time spent in learning, and lessens the threat of failure for many students. While the program is not an individualized/self-paced one in the common definition (the four-credit hour elementary language courses meet regularly for three classroom contact hours per week and require two hours of individual practice in the language laboratory; for the three-credit hour intermediate sequence laboratory practice is optional), it has adapted elements of individualization to accommodate a variety of student abilities and interests.

Self-Paced Testing for Mastery

Although the course content is covered in a set progression by all students, most testing is done on an individual basis, outside the classroom, when students feel they have mastered the material. A test bank for self-paced testing is available in the language laboratory. Students are permitted up to four re-takes of all written tests until one week before final examinations. The final exam can be retaken only once. Whatever grade satisfies a student is accepted by the faculty. Contracts are available which specify the amount of work and the mastery level a student must reach for a desired grade. These

grades are renegotiable with individual instructors at mid-term, if a student has either underestimated or overestimated his capacity.

Instructors in multi-section courses use common departmental tests--a practice deemed important for articulation between courses and levels--because of the part-time staff who might not yet be familiar with program objectives and materials.

Tarrant County Junior College not only proclaims oral communicative goals, but actually attempts systematic testing of them in the language laboratory and in frequent individual interviews. In elementary German courses, for instance, about 75% of the grade is determined by oral work. On the intermediate level, while instruction covers all language skills, students can choose which skill(s) they wish to emphasize in testing. As much of the testing is done in the language laboratory under the general supervision of laboratory personnel, the elaborate testing program and the re-test option do not require inordinate amounts of faculty time.

One-Hour "Practicum" Courses

Especially popular is a series of one-hour elective courses entitled "Practicum." After two semesters of elementary language instruction students can enroll in these courses alone or concurrently with other intermediate courses. Practicum courses are offered on various topics and are repeatable for credit. Some of the options are: short stories (several courses), linguistics, conversation (three levels), business correspondence, personal correspondence, or independent student projects. Students can also obtain one hour practicum credit for tutoring fellow students in need of help.

The instructional materials for the practicum courses are often available in Learning Activities Packages which specify objectives, required and optional activities, and evaluation procedures.

Facilities and Instructional Materials

Instructional facilities at Tarrant County Junior College appear to be excellent. Classrooms are well equipped with access to most types of media a teacher might desire. Instruction makes heavy use of media. The well-organized collection of software (tapes, slides, student-produced videotapes, filmstrips, language master cards, and games) available could be the envy of any foreign language department. Much of the material is "home-made" and coordinated with commercially available materials. French uses Thomas H. Brown, French: Listening Speaking, Reading, Writing (New York: McGraw-Hill Book Co., 1971) for elementary language instruction, heavily supplemented by teacher-constructed materials. Spanish uses the Zarabanda film series for four semesters of language study, and German has adopted the Chilton Materials: Deutsch durch audio-visuelle Methode.

The language laboratory has been developed into an effective instructional support system. Not only does it serve its obvious function of providing practice in oral skills, but it also serves as media library and distribution center and, as already mentioned, as test administration center. The laboratory is open daily from 8:00 a.m. to 10:00 p.m. and is staffed by a full-time day director and a part-time night director, aided by student assistants. The laboratory staff is paid by the library resource center budget. The facilities are not only used by foreign language students, but are also open to students and faculty from other departments for listening and tape duplication services.

Public Relations and Recruiting

The foreign language department has produced brochures and a slide/tape presentation on its programs and offerings which can be used in area high schools and community agencies for informational and recruiting purposes. The department also attempts to provide extra-curricular activities for students and the community in the form of an annual international film festival.

Placement Testing

Tarrant County Junior College uses its comprehensive and diagnostic final tests for each course in a systematic placement program for new students. Resulting student placement is considered quite satisfactory and dependable. In the opinion of the chairwoman, the elementary language program would yet be larger, were it not for the many advanced placements made.

The instructional staff I met at Tarrant County Junior College is a highly committed one. Refreshingly, they did not just belabor their problems, but actively plan for future curricular modifications. A year-round preparatory program in French and Spanish for children between the ages of five and twelve has been approved and funded and will be implemented in the summer of 1978. A long-term attitudinal study is underway which should provide valuable insights into relationships between student self-image and interest and achievement in foreign language study. Further, the foreign language staff at Tarrant County Community College is aware of its changing population and the trend toward an older student body and is thinking of offerings which might appeal to more mature students.

The nicest compliment to the program was made during my conversations with students. Two of the eight students I spoke to were enrolled in area four-year institutions but came to Tarrant County Junior College for the purpose of studying a foreign language.

(For more details on the program see Jane Harper, "A Behavioral Learning System in Foreign Languages at Tarrant County Junior College," Foreign Language Annals, 8 (Dec. 1975), pp. 327-34.)

For additional information on the four two-year institutions described contact the following individuals:

Professor Jacquelyn W. Green, Chairperson
Foreign Language Department
City College of San Francisco
50 Phelan Ave.
San Francisco, CA 94112

Ms. Marcia Marvin, Coordinator of Foreign Languages
Language Arts Division
Portland Community College
12000 S.W. 49th
Portland, Oregon 97219

Dr. William Samelson, Chairperson
Foreign Language Department
San Antonio College
1300 San Pedro Ave.
San Antonio, TX 78284

Dr. Jane Harper, Chairperson
Department of Foreign Languages
Northeast Campus - Tarrant County Junior College
828 Harwood Road
Hurst, TX 76053

IX. SUMMARY AND RECOMMENDATIONS

This study has attempted to find some consensus among educators and students as to what areas present major problems in foreign language learning in higher education in the U.S. It also sought factors which have contributed to growth in those departments that have not suffered from the recent national trend of declining enrollments. During the course of my research I talked to faculty members, chairpersons, coordinators, administrators, students on all levels of instruction, as well as to teaching assistants. I asked similar questions and compared responses. Usually opinions agreed; occasionally they conflicted. In some departments the reasons for program success were obvious; in others no one could pinpoint specific program modifications, but attributed growth mostly to favorably external conditions. Some departments considered themselves "innovative," others took pride in being "solidly traditional."

Essentially, my inquiries found little which had not been discussed already in either professional publications or conferences. Many of the problems confronting undergraduate foreign language instruction have been recognized and possible solutions have been proposed. (What is disconcerting is that we keep listing the problems, but do not appear to listen to or act on the recommendations--at least, we have no means of knowing who implements what suggestions.)

This report is not an all-inclusive overview of "successful" curricular practices or enrollment trends. The findings are based on a small non-randomized

sample, including only those departments which responded to my request for information. In interpreting the findings pertaining to the four-year institutions, the reader is reminded that 400 (58%) of the questionnaire responses came from private institutions and 439 (63%) of the responding departments were located in institutions with less than 5,000 students.

The numerical findings of the questionnaire study (four-year institutions) presented in Chapter Two above can be summarized quickly:

1) Enrollments have continued their general downward trend in all commonly-taught languages except Spanish.
2) Since 1972, the proportion of students enrolled in higher education who studied a foreign language has declined.
3) Fewer students were majoring in foreign languages in 1976 than in 1972 (with the exception of Italian and Russian).
4) A disconcerting number of foreign language teachers have lost their positions due to program reductions.
5) Judging by the loss of teaching assistantships, graduate programs also appear to have suffered a decline.
6) A large number of institutions report eliminating or decreasing foreign language requirements in the last decade.
7) In the area of assessment and evaluation, measurement of aptitude and attitude is practically non-existent. Systematic measurement of achievement/proficiency is mentioned by only 190 departments (27%)--a disconcertingly low number for this supposed age of emphasis on accountability, learning rather than teaching, and educational outcomes.

The numerical findings of the questionnaire study from two-year colleges presented in Chapter Six above are not quite as bleak as those from four-year institutions. However, Spanish and Italian are the only major languages reporting enrollment increases.

The most commonly listed factors which, in the opinion of responding department chairpersons, contributed to the decline in enrollments were:

-- elimination or reduction of foreign language requirements;

-- change in student attitudes toward foreign language study and decreasing quality of preparation in English, affecting the ability to master a foreign language;

-- reduction of faculty and program offerings because of budget cuts;

-- lack of support by administrators or faculties in other disciplines, which manifests itself in indifferent advising of students (few departments appear to have established any systematic means of communication with those responsible for general advising. A concentrated effort is needed by each department to establish rapport and interaction with colleagues and to develop effective communication channels between foreign language departments and those individuals serving as academic advisors);

-- reduction in quantity and quality of high school programs;

-- proliferation of new academic majors and the offering of languages not previously taught.

In addition to these problems respondents from two-year colleges mentioned:

-- the curricular emphasis on technical/vocational education;

-- the dependency for curricular approval of area four-year institutions;

-- the restricted offerings limited to service courses on the freshmen and sophomore levels;

-- the lack of strong departmental structure;

-- extensive use of part-time faculty;

-- little administrative flexibility;

-- a short-term, transient student body.

While these problems are certainly real and undoubtedly affect enrollments, they put the blame on factors which are, to a large extent, outside the direct control of the profession. Other problems which became evident during on-site visitations and discussions with many educators and other individuals concerned with foreign language instruction are:

-- the lack of articulation and communication between secondary and post-secondary instruction; (Little systematic effort is made toward establishing continuity of instruction from one level to the next; few common objectives or program goals exist between secondary and college foreign language programs, except as they are implied in conventional textbooks which "cover" the grammar in two years of high school versus two semesters on the college level.)

-- the lack of defined competencies a student can expect to gain after specific periods of study;

-- the unrealistic expectations implied (but seldom realized) by our program structures and materials that a student can "master"

a foreign language in two to four semesters of study;

-- the unrealistic content load of many elementary programs, permitting only the exceptional student (in ability and motivation) a chance to succeed, and discouraging many students from continuing language study;

-- the need for revising the structure and content of the foreign language requirement to make it indeed the broad humanistic experience we claim it can be, rather than the grammatical obstacle course and academic survival test which it resembles too often at present;

-- the division and divisiveness between those foreign language educators with a major interest in language teaching and those who specialize in literary studies; (The former groups blames the latter for being "out of touch," elitist, and unrealistic; the latter blames the former for "watering down courses," lowering standards, adulterating the discipline by introducing content in areas for which we lack specialization, and for innovating for the sake of innovation.)

-- the problems in obtaining our fair share of available public and private monies to conduct research into second language learning and to develop and implement programs and courses known to be effective, but too expensive for the average institution.

Areas of concern expressed by students focused on:

-- the need for non-literary options in third and fourth-year

courses for those without major interest in a chronological study of authors, periods, or genres (this need was expressed by foreign language majors and non-majors alike);

-- the need for more civilization and culture courses on all levels;

-- the need for more emphasis on contemporary topics and works in literary studies;

-- the need for courses dealing with the literature, civilizations, and cultures of those countries where the target language is spoken, but which are generally neglected in traditional academic offerings (e.g., courses focusing on Latin America rather than Spain exclusively; on French speaking West Africa, Canada, or the Caribbean, rather than only on France; on the DDR, Austria, and Switzerland, rather than just on Germany before 1945 and the Federal Republic since);

-- the lack of transition between highly structured and carefully controlled (in terms of linguistic difficulty) language study during the first two years, followed by the sudden confrontation with the literary masterworks of a culture, written in an idiom appreciably different in style, vocabulary, and register than the materials the student has encountered till then; (Almost unanimously, advanced students expressed the need for more language skills courses, especially courses providing practice in writing and translation);

-- the need for conducting courses in the target language. (A number of students objected to the excessive use of English in foreign language and literature courses. In the words of one student, "the

> [target] language is used like some abstract body of material. Whenever the teacher wants to express a personal idea, he resorts to English.")

None of the curricular modifications or methodological approaches reported as successful in attracting and holding student enrollments--be they non-traditional options courses, intensive instruction, study abroad, extra-curricular offerings, internships, avid PR, or any other factor mentioned in Chapter Four of this report--should be considered an "instant" solution to the problems of a department. Probably none of the modifications are transferable in toto, at least without extensive modifications. Each department has its own special setting and constraints which need to be taken into account before attempting to make program changes. Only after a department has made a clear assessment of its purpose(s), function(s), its location, institutional setting, student body, number and specialties of available staff, administrative support, and general resources should it determine necessary and possible program modifications. Further, each department needs to establish definite priorities for what it wants to accomplish. Does it want to: achieve a high level of competence by a few? give general insights and provide successful learning experiences to many? provide training in specific skills? All of these aims are valid, but few departments can accomplish them well concurrently.

What, then, are some general characteristics shared by most programs visited which might have positively affected enrollments in foreign languages? While each program was unique in setting as well as approaches, all had some traits in common which might well be examined by those departments evaluating

their own programs:

1) strong leadership by the chairperson;
2) an open, cooperative, and active faculty;
3) the ability to instill in students a feeling of confidence that foreign language learning is a possible, rewarding, and worthwhile task;
4) an awareness that public relations--and all it entails--with the college community and the general public is an important element in the success of a department.

While individual readers will be able to generalize for themselves those program modifications described in Chapters Four and Eight of this report which might be investigated within their own departments, some directions should be explored by the profession in general, together with agencies interested in foreign language instruction in the U.S. and abroad.

I. Articulation and Communication between Secondary and Post-Secondary Instruction

The majority of students who eventually major in a foreign language begin their study in high school. In research conducted by Wilga Rivers, only 4% of the French majors had started the study of French on the college level.[31] Jean Carduner believes that, generally speaking, four years of high school foreign language study are superior to two years at a university, and that the best students are usually those who have begun their studies on the secondary level.[32] Carroll's findings of a high positive correlation between length of study and achievement support the importance of an early start for those wanting to specialize in a foreign language.[33]

Yet, communication and articulation between the secondary and post-secondary levels are among the most sorely neglected areas in the profession. While the increasing PR and recruiting efforts of colleges toward secondary schools are laudable--and surely have some motivational impact--an annual foreign language festival or occasional recruiting speech by a faculty member are not sufficient. What is most needed is active communication by educators from all three levels--secondary, community college, and four-year institutions. They must sit down together and exchange information on program objectives, goals, materials and methods and establish some common guidelines and evaluation criteria for those students who eventually continue foreign language study at an advanced level.

Few secondary teachers have any knowledge of the type of placement tests and procedures utilized in area post-secondary institutions. Yet, for effective articulation, placement instruments should be developed jointly by secondary and post-secondary foreign language programs. Where this is not possible, post-secondary departments should at least supply area foreign language teachers with a sample of the placement test used and inform them of minimal entry criteria for each level.

To reduce the time wasted by students who have studied a foreign language in high school, but cannot proceed to the next level in the college sequence--either because of a lack of confidence or because of unsatisfactory performance on a placement test--more post-secondary institutions could instate an intensive review course, similar to that offered at the University of Texas at Arlington.[34] Such a course prepares students for the transition between secondary foreign language study and more advanced courses on the

college level by providing an introduction to the materials used in the sequence and a quick intensive grammar and vocabulary review.

Some institutions (e.g., the University of Arkansas, the Ohio State University, and the University of Oklahoma) attempt to get around the placement dilemma, and encourage students with a high school background to continue foreign language study in college, by permitting them to enroll in courses above the first elementary term without placement testing. If a student passes such a course at a specified grade (usually B or C), he or she will automatically receive credit for the preceeding courses in the sequence, essentially awarding college credit for prior high school study.

II. Coordination and Articulation of Lower Division College Instruction

A related area of concern is developing common goals and measures of achievement in elementary and intermediate multi-section courses and in course assignments shared by several faculty members. The discrepancy of content, requirements, and expected achievement in a course, when taught by different faculty, can be astounding. If the course is one in a required sequence, this discrepancy can have tragic consequences for the student who is not prepared for the expected minimal background required by the next course. Department heads need to insist on joint development and coordination of multi-section courses and courses which rotate among faculty. Each department needs to keep a file of detailed syllabi and copies of all tests. These syllabi can be modified as often as necessary, but all instructional personnel involved should have input when modifications are made.

It is especially important that lower division courses which provide the basic foundations of a language establish realistic objectives and

set a content load which can be covered by all instructors and mastered by a majority of students enrolled in the course.

III. Expansion of Course Options for Foreign Language Majors

The traditional foreign language major with an exclusive concentration in literature no longer meets the needs and interests of many students. Other major options or concentrations should be made available emphasizing areas such as culture/civilization, language/translation, or area studies. Such concentrations could be of particular usefulness to students intending to double-major in a foreign language and a related discipline.

IV. Developing Foreign Language Proficiency as an Ancillary Skill

A major challenge for the profession is to develop viable and intellectually defensible options which will attract generalist students and those majoring in other disciplines. They too need to continue their language study to a point where they will actually gain some mastery of the foreign language and be well versed in the culture it reflects. Regardless of how much we innovate or diversify, however, we would be unrealistic to expect that we will be able to hold a large number of those who now leave us after one, two, or three semesters of study. The nature and constraints of second language learning will doubtless always appeal to a relatively small group. But surely, a substantial number of prospective political, social, or natural scientists, businessmen, physicians, lawyers, artists, etc., would opt to continue foreign language study after a basic introduction if we offered courses which they felt would fill a particular need and would lead toward some concrete results in terms of language fluency and familiarity with a particular culture.

I am not proposing that every institution develop an extensive career-related battery of courses in order to attract the few students who might be interested in such options. The need for individuals with career-specific language training is rather small. Apart from a few specialized programs, universities should focus on giving students a general foundation in language, civilization and culture. Any student who has acquired such basic fluency and knowledge can easily learn the career-specific vocabulary or language skill(s) on the job, or in specialized training programs conducted by business or government agencies. The major need is for professionals in all fields with a general fluency in at least one foreign language. Specialized career-oriented foreign language courses for students without such a general basic foundation in a language are emergency, stop-gap measures. While valid (and often necessary) as a community service (e.g., Spanish for firemen, police, and health officials), the value of such career-specific phraseology courses is limited for the general curriculum.

To develop advanced non-traditional options for the non-specialist foreign language student and develop the study of foreign languages as a viable adjunct field for students of other disciplines, the following areas should be explored:

1) Regional or national conferences or workshops dealing with the development of non-traditional options on the advanced (third and fourth-year) undergraduate levels.
2) The establishment of a "bank" or "banks" for syllabi, course/program descriptions and bibliographies for special non-traditional

options courses which could serve as source of stimulation and information to departments and individual faculty interested in implementing similar courses. Course development is a time and energy consuming task; the proposed course bank(s) could prevent duplication of efforts and mistakes. The course bank(s) should be sponsored by a national professional organization, such as ACTFL or the MLA, to inform of new developments in all languages. To make the information collected easily available, and provide recognition to those professionals who cooperate and share their work, ideas, and experiences, these course descriptions should be in the form of a publication, compiled annually for perusal by interested educators.

V. Development of Proficiency Certification Procedures

We need to develop nationally recognized tests for at least two levels of proficiency. Each language should establish an active commission on language competencies and testing. The major function of such commissions would be to establish realistic minimal competencies in language skills and cultural knowledge for intermediate and advanced undergraduate levels and to develop valid testing instruments and procedures to measure these competencies. While testing could remain optional for individual students, those passing the test would receive a certificate of proficiency. The certificates would of necessity have to achieve national and international recognition and serve to prospective employers, college administrators, etc. as indicators of an applicant's level of proficiency in a foreign language. (College transcripts are practically meaningless as indicators of proficiency.) Tests

could be patterned after those already existing abroad and used for large-scale certification of language competence in ESL, French, and German (e.g., the various level examinations administered by Cambridge University, the Alliance Française, or the Goethe Institute). We recognize a pronounced career-orientation in today's college youth. Students and employers alike look favorably on programs which document mastery of certain knowledge and useful skills, rather than documenting preparation in the form of academic credits only. Particularly two-year institutions could benefit by offering study leading to a certificate of intermediate language proficiency. Thus, community college trained law enforcement, para-medical, secretarial, clerical or technical personnel which can also document fluency in a foreign language (particularly Spanish) would surely have an edge over other applicants in the employment market. Four intensive terms, similar to those available at Portland Community College, could well prepare an interested student for such certification.

VI. Development of Internships or Community Involvement Programs

Internships are predominantly aimed at foreign language majors or advanced language students who study a language as supportive skill to another profession. As such, they cannot be designed as mass programs and usually do not contribute heavily to enrollments. However, the concept is a popular one, mentioned by several institutions, and should be explored by the profession. Especially in large metropolitan areas it should not be too difficult to establish contacts with embassies, consulates, social agencies, travel bureaus, hotels, or other tourist services which would

be willing to provide some experiences where students can use their language proficiency in real-life settings.

Efforts should also be made on an international basis to establish contacts with foreign business, industry, social and cultural institutions to provide internships where students can gain experience in their major field of interest while immersed in another language and culture.

Community involvement activities, similar to those offered by the University of Southern California, can also benefit the foreign language program. Even in non-metropolitan areas without large ethnic minorities, college foreign language students could teach minicourses on the heritage of a particular people or on selected aspects of a culture or civilization to secondary students. Such minicourses could be a component of undergraduate culture and civilization courses and provide a challenging and worthwhile experience for both college and high school students. Teaching short term FLES courses also does not need an urban setting or large bilingual population. With some thought, surely more possibilities will present themselves for community involvement and activities which make use of a student's linguistic or cultural knowledge, set the stage for close interaction between a foreign language department and the community, and provide challenging and valuable learning experiences for our students.

VII. Foreign Language Degree Requirements

Probably the one topic which came up most frequently in my discussions with university administrators was the foreign language requirement. I propose the establishment of a commission to investigate degree requirements nationally, to collect and present evidence for or against the validity

of a foreign language requirement on the post-secondary level, to make an authoritative statement about requirements, and to propose practical guidelines to those institutions which are reevaluating their programs. Such a commission should have representatives from all commonly taught languages as well as specialists from other fields concerned with general education. Let me state for the record that I am not an unqualified proponent of requirements--foreign language or other. The motivation for advocating a foreign language requirement must not come from the need to preserve teaching positions, but from a conviction that a society, for its own survival and propagation, needs to share a base of common insights, skills, and values. To justify foreign languages as a general requirement, we need to determine just what our discipline can offer which contributes uniquely to developing such a common base of insights, skills, and values; and we need to reevaluate our offerings in terms of these findings.[35] I trust that the MLA Task Forces and the Presidential Commission on Foreign Languages and Area Studies will address themselves to the basic issues of the role of foreign languages in general education.

VIII. Staff Development

A series of practical regional workshops dealing with specific areas in need of development should be sponsored by individual institutions or national organizations. With the help of extra-mural funding, such workshops could enlist the assistance of a panel of recognized experts and practitioners in various areas and could partially absorb the cost of participation by interested colleges or universities. Areas which should receive priority are:

-- program development, T.A. training, coordination and supervision of

lower level foreign language instruction;

-- intensive foreign language instruction or immersion programs;

-- advising and career counseling;

-- interdisciplinary programs;

-- articulation between secondary and post-secondary instruction to establish common goals and evaluation measures;

--workshops addressing special program needs on the two-year college level.

IX. Study Abroad

The National Endowment for the Humanities and other agencies concerned with the lack of second-language ability by Americans could encourage the study of foreign languages by providing--or contributing to--support for study abroad. We accept as a fact that study abroad is the quickest and most effective means of acquiring proficiency in another language--especially when the foundations for such study are laid before the students' sojourn abroad. Yet, nationally, little if anything is done to encourage and facilitate such study. Qualified undergraduate students in all fields could receive support in the forms of scholarships, stipends, low or interest free loans, or in large-scale exchange arrangements. Such support should also be available on a much larger scale than now for graduate students and teaching staff.

As bilingualism and biculturalism essentially benefit two countries, U.S. and foreign agencies concerned with intercultural communication and understanding should cooperate in exchange programs supporting and facilitating large scale study abroad.

X. Consortium Approaches

The NEH and other funding agencies should support establishment of regional consortia for the development of special programs such as intensive language instruction, interdisciplinary programs, area studies, and career-related instruction. Most mid-sized and smaller institutions have neither the staff nor the necessary enrollment to make special instructional options feasible. If colleges could be encouraged to pool their resources and students, quality programs could be developed which could rotate from institution to institution thereby avoiding expensive (and frequently unqualified) duplication of efforts and serving a larger constituency.

XI. Consultancies

A panel of consultants should be made available to interested departments for providing some expertise and guidance in planning, developing, and implementing program revisions. In order not to discourage smaller, less endowed institutions, the only requirement for obtaining consultant services should be an extensive internal program evaluation by a department and the expressed wish to move in specific directions. Agencies which currently sponsor such consultant services should work closely with each other and should most assuredly seek counsel from related professional organizations such as ACTFL, the MLA, and the national organizations serving the different philologies.

XII. Establishment of a Foreign Language Research Fund

A special fund should be established which would support research in second language learning and in factors affecting second language

learning. This fund should be administered under a national organization concerned with foreign language study and should be controlled by a panel of recognized scholars and researchers in the field.

CONCLUSION

Recognizing problem areas is relatively easy. Searching for possbile solutions can present an overwhelming task, especially when one attempts to consider the constraints of our discipline and the constrains of U.S. higher education.

The danger is to be carried away by utopian dreaming and recommendations which are neither practical nor feasible in an American setting. Undoubtedly, some will consider my own as falling into this category. However, I consider none of the suggested directions unrealistic or impossible in financial or other terms.

Solutions to our problems will not come exclusively from some external agency--some knight in shining armor who will rescue a discipline in distress. Neither can our problems be solved solely by an infusion of funds (though such an injection certainly would help). Essentially, solutions lie in the combined efforts of each individual department, each local, state, regional, and national organization concerned with foreign language instruction--all depending on the efforts of their individual members.

Unfortunately, there is not one organization which represents, guides, informs, and lobbies for all languages and all levels of instruction and which is recognized by all foreign language educators, by government agencies, or the general public as spokesman for our cause and our concerns. To

have any impact nationally, we need the numerical strength and unified support of all individuals concerned with foreign language education in one organization. I am not suggesting the creation of a new organization. Rather, let me repeat the plea made by David P. Benseler at a 1977 ADFL Seminar, that all existing organizations affiliate under one strong umbrella organization which will represent the general needs and interests of all foreign language educators.[36]

At present there appears to be increasing awareness of the need for foreign language study and the value of bilingualism in America, as well as an interest in improving foreign language instruction and in making it more accessible, than we do at present, to a larger segment of the population. The establishment of a Presidential Commission on Foreign Languages and Area Studies is a first effort by our national government to honor the commitment made in the Helsinki Agreement, signed in 1975, "to encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples..." and "to stimulate...the further development and improvement of foreign language teaching." The popular press[37] and the "Report on Teaching: 5" in Change (January 1978) mention the plight of our profession and call attention to selected innovative programs. The predictions of a slow-down in the decline of foreign language study since 1974 (based on preliminary data gathered by the Modern Language Association),[38] discussions of reinstituting or increasing the foreign language requirement by a number of institutions nationwide, the "back to basics" movement decrying the declining language competence of college freshmen, the increasing number of grant applications dealing with foreign language study submitted to and funded by public and private foundations--all

are supportive of our cause and give reason for guarded optimism that foreign language study will regain an important and respected place in American education. Let us use this positive climate to assess ourselves, our purposes, and our programs and move in directions which will not repeat the mistakes of the past.

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APPENDIX A

Questionnaire and Cover Letters

STATE UNIVERSITY COLLEGE AT BUFFALO
1300 ELMWOOD AVENUE BUFFALO, NEW YORK 14222

Foreign Language Department Telephone (716) 862-4126, -5414

February, 1977

Dear Foreign Language Department Head:

Concerned with declining student enrollments in foreign languages, the Division of Education Programs of the National Endowment for the Humanities has funded a study of successful undergraduate foreign language programs. I need your help in order to identify those factors which may contribute to success in attracting students to the study of foreign languages.

While I realize that program growth is but one indicator of success, because of time constraints success has been defined provisionally in terms of enrollment only. Hopefully, the results of this project will permit some generalizations of models, patterns, and approaches to foreign language instruction on the college level which can be reproduced or adapted by other institutions to improve instruction and make foreign language learning more attractive to a larger number of students.

I would be very grateful to you if you could complete the attached questionnaire and return it in the enclosed pre-paid envelope by **March 30, 1977**. From the responding departments a sample of twenty promising programs will be selected for in-depth study. **Please complete the questionnaire even if your departmental enrollment figures have declined over the past five years.** Your responses to the questions will give important insights into overall curricular practices.

You have in advance my sincere thanks, and those of N.E.H., for participating in this study and for taking time away from your busy schedule to complete the questionnaire.

Sincerely,

Renate A. Schulz
Project Director

SURVEY OF SUCCESSFUL UNDERGRADUATE FOREIGN LANGUAGE PROGRAMS IN U. S. INSTITUTIONS OF HIGHER EDUCATION FEBRUARY 1977

National Endowment for the Humanities, Grant No. EH-27125-77-67

Please answer the following items:

Responding Department: _____

Institution: _____

Address: _____

Name of Chairperson: _____

Contact person for further inquiries (if other than Chairperson): _____

1. What is the highest degree your department offers?

☐ B.A./B.S. ☐ M.A. ☐ Ph.D. or equivalent ☐ Other (please specify) _____

2. Number of students enrolled in ALL undergraduate courses taught in your department:

	a) Fall 1972	b) Fall 1974	c) Fall 1976
French			
German			
Italian			
Latin			
Russian			
Spanish			
Other (specify)			
Other (specify)			
Other (specify)			
Total departmental enrollment			

3. Number of graduating majors (B.A. and B.S.) in your department (count dual majors twice):

	a) 1971/72	b) 1973/74	c) 1975/76
French			
German			
Italian			
Latin			
Russian			
Spanish			
Other (specify)			
Other (specify)			

4. Total full time undergraduate enrollment at your institution:

a) Fall 1972 _____ b) Fall 1974 _____ c) Fall 1976 _____

5. Total number of faculty positions in your department (convert part-time teaching assignments to full-time):

a) Fall 1972 _____ b) Fall 1974 _____ c) Fall 1976 _____

6. Number of T.A.s in your department:

a) Fall 1972 _____ b) Fall 1974 _____ c) Fall 1976 _____

7. Average course load per semester/quarter for each full-time instructor:

Number of courses taught per semester/quarter _____ (Circle appropriate unit.)

Number of credit hours taught per semester/quarter _____ (Circle appropriate unit.)

8. Does your institution have a language requirement?

Entrance requirement	Undergraduate degree requirement	Proficiency requirement
☐ No	☐ No	☐ No
☐ Yes (specify number of years of high school study.) _____ years	☐ Yes (Specify number of sem./qtr. hrs.) _____ sem. qtr. hrs. (Circle appropriate unit)	☐ Yes (Specify how it may be satisfied.) _____

9. What students are affected by language requirements?

☐ all students

☐ B.S. degree students
Percentage of institutional enrollment in B.S. Program: _____

☐ B.A. degree students
Percentage of institutional enrollment in B.A. program: _____

☐ other (please specify departments, colleges, or divisions)

_____

_____

_____

10. If you have a foreign language requirement, what options do students have in fulfilling it? (Check all that apply.)

☐ Placement Proficiency examination

☐ Conventional elementary and intermediate language courses in one foreign language

☐ Conventional language courses in more than one foreign language (e.g., 2 semesters of elementary German and 2 semesters of elementary French)

☐ Special options courses to emphasize certain skills (e.g., parallel multiple tracking in reading, conversation, translation, etc.)

☐ Courses about language, civilization, or culture taught predominantly in English

☐ Literature in translation

☐ Combination of above

☐ Other (please specify) _____

_____

_____

_____

11. Has the foreign language requirement at your institution been modified since Fall 1968?

☐ No

☐ Yes. (check whether requirements have been modified before or since 1972):

☐ Before 1972

☐ Since 1972

Please explain changes in requirement and how they have affected enrollments:

_____

_____

_____

_____

_____

12. Please list all NEW courses or programs instituted in your department since fall 1972 which are still offered REGULARLY. (Attach additional sheet, if necessary.)

Course Level (Put 1 for elementary, 2 for intermediate, and 3 for upper level courses.)	Course Title	No. of sem./qtr. credit hours	Enrollment when last offered	Applicable toward requirement Yes	No
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐

13. Please list the 5 courses beyond the elementary level taught in your department which draw the largest student enrollment.

Course Level	Course Title	Sem./qtr. hrs.	Approximate enrollment	Applicable toward requirement Yes	No
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐
_____	_____	_____	_____	☐	☐

14 Please check all undergraduate options, courses, or methodological approaches your department offers and indicate the level(s) at which option is available.

Course options/approach			Level (specify 1 for elementary, 2 for intermediate, and 3 for upper level courses.)
☐ Literature in translation			
☐ Comparative literature			
☐ Introduction to language/linguistics courses			
☐ Multi-language or exploratory courses			
☐ Intensive or accelerated courses			
☐ Contemporary culture:	taught in FL	☐	
	taught in English	☐	
☐ Comparative cultures:	taught in FL	☐	
	taught in English	☐	
☐ Ethnic Studies:	taught in FL	☐	
	taught in English	☐	
☐ Area Studies:	taught in FL	☐	
	taught in English	☐	
☐ Immersion courses (taught in U.S.)			
☐ Programs abroad:	summer programs	☐	
	academic year programs	☐	
☐ Special summer programs (please describe)			
☐ Internships for foreign language students (e.g., work in social agencies, travel bureaus, FLES teaching, undergrad. apprentice teaching/tutoring, etc.)			
☐ Off-campus courses (Do not include study abroad or internships.)			
☐ Career related courses (e.g., Scientific German, French for business majors, Spanish for medical personnel, etc.) (Do not include required courses for FL majors.)			
☐ Community oriented courses aimed at special non-matriculating students (e.g., foreign language for travelers, adult education courses, fc - ign language for children, etc.) Please check, if such courses are offered through Division of Continuing Education rather than through your department. ☐			
☐ Language courses for native speakers (e.g., Spanish for Spanish-Americans)			
☐ Special topics courses where major focus is on aspects of language or literature (e.g., genre courses; non metropolitan literature, such as French African, Caribbean, etc.; dialect courses; film courses; etc.)			
☐ Special themes courses where major focus is NOT on language or literature (e.g., Women in the Hispanic World, French Cooking, etc.)			
☐ Translation of specialized materials			
☐ Simultaneous and/or consecutive interpretation			

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☐ Interdisciplinary courses
- ☐ Intra-departmental (staffed entirely within your own department)
- ☐ Inter-departmental (staffed by members of 2 or more departments)

☐ Critical language programs (less commonly taught languages)
Specify languages:

☐ Courses in which use of media is a MAJOR, INTEGRATED component. (Do not include less commonly taught languages if available as independent study.) Please check major medium used.
- ☐ TV
- ☐ Film
- ☐ Slide/filmstrip
- ☐ Radio
- ☐ Audio-tape (including language laboratory)
- ☐ Computer-assisted instruction
- ☐ Multi-media (e.g., slide-tape)
- ☐ Other (please specify)

☐ Individualized instruction (Do not include less commonly taught languages if available as independent study.)
- ☐ Self-paced
- ☐ Self instruction (audio-tutorial, independent study)
- ☐ One-to-one tutorial or small group instruction
- ☐ Mini-courses geared to special student interest
- ☐ programmed instruction

☐ Team-teaching (within department)

☐ Other (please explain)

15. Does your institution or department REGULARLY administer foreign language placement, aptitude, achievement, or attitude tests either before enrollment or as part of a course?

Placement	Aptitude	Achievement	Attitude
☐ No	☐ No	☐ No	☐ No
☐ Yes	☐ Yes (Please specify test)	☐ Yes	☐ Yes (Please specify test)
	☐ Departmental		☐ Departmental
	☐ Standardized (Please specify test.)		☐ Standardized (Please specify test.)

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16. Can you attribute enrollment increase OR decrease in your department to any particular factors? Consider such factors as

a) change in number of student contact hours per course
b) change in required laboratory sessions
c) change in number of credit hours available per course
d) loss or addition of faculty
e) budget changes
f) change in characteristics of student body
g) change in degree requirements
h) change in number of students fulfilling requirements through prior study or placement exam
i) change in general college program, etc.

Please elaborate. Continue on back of questionnaire or attach additional sheet, if necessary.

Please return to:

Renate A. Schulz
Project Director
Foreign Language Department
State University College
Buffalo, N.Y. 14222

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STATE UNIVERSITY COLLEGE AT BUFFALO
1300 ELMWOOD AVENUE — BUFFALO, NEW YORK 14222

Foreign Language Department Telephone (716) 862-4126
or -5414

April 1, 1977

Dear Foreign Language Department Head:

Early in March you received a questionnaire connected with a study (sponsored by NEH) of successful undergraduate foreign language programs. If you have not yet found the time to supply the requested information, please complete the form and return it to me as soon as possible.

Your answers are crucial to the validity of the study, especially because, based on MLA enrollment statistics for 1972-1974, your department has increased its enrollment and would therefore meet the criterion of a successful program as defined by the study. All responding programs which have been able to "buck the trend" of declining enrollments will be listed in the final report, thereby giving them some well-deserved national attention.

The outcome of this study and resulting recommendations to the National Endowment for the Humanities in how it can assist and further foreign language study depend on your cooperation. Please help! I am enclosing another copy of the questionnaire in case the first one got misplaced.

Cordially,

Renate A. Schulz

Renate A. Schulz
Project Director

STATE UNIVERSITY COLLEGE AT BUFFALO
1300 ELMWOOD AVENUE
BUFFALO, NEW YORK 14222

Foreign Language Department

Telephone (716) 862-4126
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Cordially,

Renate A. Schulz

Renate A. Schulz
Project Director

STATE UNIVERSITY COLLEGE AT BUFFALO
1300 ELMWOOD AVENUE BUFFALO, NEW YORK 14222

Announcement

The Division of Education Programs of the National Endowment for the Humanities has funded a proposal to survey successful foreign language programs on the post-secondary level. Due to the limited time available for the study (January 15 - August 15, 1977), the project defines sucess primarily in terms of student enrollments. The study will examine factors which may contribute to increasing enrollments and will attempt to find models, patterns, and approaches to foreign language instruction which could be generalized, reproduced, or adapted by other departments. If your program or particular course offerings have been successful in the terms defined please contact:

Renate A. Schulz
Foreign Language Department
State University College of New York - Buffalo
1300 Elmwood Ave.
Buffalo, New York 14222
Phone: 716/862-4126 or 5414

APPENDIX B

SELECTED LIST OF COURSES DEVELOPED BETWEEN 1972 AND 1976

The 874 four and two-year departments which responded to the questionnaire study reported over 2,000 new courses developed and offered between 1972 and 1976. The large majority of these courses fell into the traditional domain of foreign language and literature study. For instance, many institutions reported elementary and intermediate instruction in languages not previously taught; elementary and intermediate conversation tracks and courses proliferated, as did culture/civilization courses and courses dealing with literary masterpieces, genres, authors, periods, or general literary surveys for advanced students or foreign language majors.

What follows is a selected list of course titles grouped under general headings indicating major areas of course development (excluding traditional skills and literature courses). The symbol(...) indicates that similar courses have been developed in other languages than specified in the title.

Culture/Civilization/History

Soviet Man and his World (...)
USSR: Country and People (...)
German Culture through Literature (...)

Scandinavian Heritage (...)
Scandinavian Immigrant Culture (...)
Introduction to French Life and Civilization
Semiotics (...)
The Individual in Athens and Rome
The Private Life of Ancient Romans
Mythology and History
Archeology (...)
Introduction to French Thought (...)
The Art of Ancient Israel (...)
The French Press (...)
Italian Opera
The Italian/American Experience
The French Heritage in America (...)
Topical Readings in French Culture (...)
Panorama of German Culture (...)
Spanish Civilization as Reflected in the Arts (...)
German Civilization as Reflected in Music (...)
Life Styles in Latin America (...)
Foreign Influences on American Culture
Readings in German Culture and Thought (...)
Missions in Mexico
The Chicano Experience
The Bullfight
Hispanic Minorities in the U.S.
Chicano Expressive Culture
The Culture of Latino Groups in the U.S.
Intercultural Studies: Latin America
Reform and Revolution in Latin America
Travelling through France
Christmas in Paris
Francophone Civilizations outside France
Voices of the French-Speaking World
Contemporary French Living (...)
France: May 1968
The Making of Contemporary France (...)
L'histoire de Paris
Les Monuments de Paris
Paris - Cultural Center of France
Aller et Retour
Black Expression in French
French Images of America
The French-Speaking World
From Cubism to Surrealism
Le château comme centre de la culture et de la littérature
Insiders and Outsiders - Literature and Culture of the Weimar Years
Germany and World War II
Decadent Germany
Political Profiles of the Two Germanies

Germany: East and West
The Other Germany
Impact of German Immigration on America
Those Strange German Ways
The German Crises
German Contributions to Western Civilization
Berlin in the 20th Century
Berlin 1918-1933
Vienna
The Viennese Volkstheater
The Austrian Experience
Issues and Problems in German Society (...)
Japanese Tea Ceremony
Religion and Culture of Ancient India

Special Themes Courses

Insanity in Literature
The Writer and Society
The Writer as a Critic of Society
Freedom in Russian Literature
Justice in Russian Literature
Revolution in Soviet Literature
Literature and Politics
Satire in Russian Theater
Soviet Dissidents
Germany: The Search for Honor and Glory
Social Themes in Latin American Literature (...)
Intellectual Background of 20th Century French Literature (...)
Mysticism in Indian Literature
Christian Perspectives in French Literature
Common Themes in English and Asian Literature
Fate and Free Will in Heroic Literature
The Hero in Literature
Introspection and Revolt
Utopia in Literature
Perspectives of Man in Italian Literature (...)
Taoism, Creativity and Literature
The Age of Crisis in Modern Hebrew Literature
Holocaust and Resistance (Hebrew)
America in French Literature
Negritude
The Woman in Scandinavian Literature (...)
Women in Asia
Women in Antiquity
Feminine Authors in Hispanic Literature
Third World Women
French Feminine Fiction
Existential Women
Women in German Culture (...)
Images of Women in German Literature (...)
Visions de la Femme
Women: Center of Cultural, Social, and Political Endeavors in the Middle Ages

Love, War, and the Other World: The Literature of Medieval Germany
Social Protest in German Drama
Literature and the Drug Experience

Career Related and Special Skills Courses

Italian through Opera
Russian for Singers (...)
Russian for Science Students (...)
Scientific French (...)
Russian Scientific Thought
Russian for Reading and Research (...)
Technical Translation (...)
Business Russian (...)
Commerical Polish
Italian Conversation for Medicine and Business
German Vocal Music
German Phonetics for Music and Broadcasting Majors (...)
Technical German (...)
Spanish for Medical Personnel
French for the World of Work
Italian for Tourists (...)
French for Travelers (...)
Spanish for Community Workers
Public Service Spanish
Spanish for Law Enforcement Personnel
Spanish for the Service Professions
Spanish for Human Services
Spanish for Health Personnel
Career Spanish
Spanish for Hotel Management Personnel (...)
Bilingual Secretarial Training
Spanish for Airline Personnel
Spanish for Teachers
Spanish for Preprofessionals
Spanish for Mining Personnel
Spanish for Urban Workers

Conversation Courses

Conversation courses were offered under many different titles in most languages:

Oral Russian (...)
Everyday Spanish (...)
Barrio Spanish (...)
Intensive Oral Practice (...)

Practicum in German (...)

Functional Spanish
Practical Spanish
Survival French (...)
Essential Japanese (...)
Liberated Expression in French

Vocabulary Building

The Roots of Scientific and Legal Terminology
Foreign Elements in Hebrew
Latin and Greek Elements in English
Latin Etymology
Vocabulary Building through Foreign Language Study

Reading

Reading Knowledge in Spanish (...)
Reading in Russian Periodicals (...)
Readings in the French Press (...)

Special

Spanish for Native and Near-Native Speakers
Computer Application in Language and Literature
Migrant Internship

General Introduction to Language/Culture

Insights into Communication
The Individual, Culture, and the World
Ethnic Roots and Intercultural Themes
The Search for Values in Humanistic Disciplines

Cross Cultural Expression
Images of Man
Languages of Man
Concepts of Language
Communication and Culture
Intercultural Experiences
Studies in Foreign Cultures
The Nature of Language
Language and Man

Literature in Translation

A large number of institutions reported such courses dealing with the literatures of all languages taught. Courses offer masterpieces, authors, genres, periods and surveys in translation as well as thematic courses similar to those listed under "Special Themes Courses."

Techniques of Translation/Interpretation

Problems of Literary Translation (...)
Practicum in Translation (...)
Technical Translating (...)
Techniques in Simultaneous Interpretation(...)
Techniques in Consecutive Interpretation (...)

Film Courses

Film courses were offered in French, German, Indian, Italian, Japanese, and Spanish, usually under titles such as The French Cinema (...) or Spanish Film (...).

Thematic Film Courses:

Film and German Mentality
The Japanese Film as Literature
Film as a Reflection of French Culture (...)

Linguistics

A number of courses in Phonetics, Contrastive Analysis, and Applied Linguistics were reported by all languages. Two Spanish departments offered courses in Sociolinguistics.

History of Language

Several departments in all languages reported development of such courses.

Folklore/Mythology

Classical mythology courses proliferated and reported considerable success in attracting enrollments.
Courses dealing with folklore also appear to be gaining popularity. Some examples:

Folktales in Africa
Oral Narrative in Africa
Chinese Folk Religion
German Childrens' Literature
Introduction to World Folk Literature
Nordic Sagas
Northern Mythology
Fairy Tales (...)
The Oral Arts (...)

Dramatic Arts

Several courses in play production were reported by Spanish, French, and German departments.

Courses Implying Non-Traditional Teaching Approaches

Intensive German (...)
Accelerated Spanish (...)
Decelerated French (...)
French through the Total Physical Response Method
Individualized Spanish (...)
Self-Paced French (...)
French by Television